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ABSTRACT

Described in the manual is the Florida Language Profile (funded through Title VI), a flexible set of performance sampling procedures for measuring language cognitive skills of children in kindergarten and grade 1 and remediating diagnosed disabilities. It is said that the Profile may be administered by the trained examiner or classroom teacher on an individual basis, preferably in the regular classroom. The complete kit is described as consisting of four functional units: the manual, materials, performance records, and the summary data sheet. Administration procedures are given for the following components in Part A; body parts concepts, right-left concepts, rote counting, and time, size and quantity, shape, position and direction, same-difference, clock time, negation, letter-number, and color-name concepts. Also, procedures are given for the following components in Part B: finding letters, naming upper and lower case letters, copying upper and lower case letters, finding letter sounds, writing letters, reading basic words, reading texts, naming numbers, number writing, counting numbers, identifying number sets, and saying and writing addition and subtraction facts. Instructions are provided for reporting results, delineating the learning disabled population, individualizing instruction, evaluating pupil development and instructional effectiveness, and analyzing learning style by the input modality and output effector. Appended are examples of performance records, summary data sheets, tables of rates/frequencies, and a table of accuracy. (MC)

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Florida Language Profile

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M A N U A L

F L O R I D A L A N G U A G E P R O F I L E

1971 -- 1973

School Board of Alachua County, Florida
James W. Longstreth, Superintendent
Gainesville, Florida 32601

MANUAL

FLORIDA LANGUAGE PROFILE

By

William D. Wolking

With

Elizabeth Nancarrow
Dennis Ehrhardt

A Title VI-B Grant of
The Elementary and Secondary Education Act

From

Florida State Department of Education
Exception Child Education Section

Lucy T. Beckum, Director
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Gainesville, Florida 32601

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Gainesville, Florida
November, 1971

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Elizabeth Nancarrow
Dennis Ehrhardt
Lucy T. Beckum

TABLE OF CONTENTS

		Page
	Acknowledgements	i
I.	Introduction	1
	For Whom Designed..	
	Who Administers	2
	Where Given and Time Required	2
	What It does	2
	Unique Features and Contributions	3
II.	Description of the Florida Language Profile Kit	5
	Manual	5
	Materials	5
	Performance Records	6
	Summary Data Sheets	6
III.	Administering the Florida Language Profile	7
	Equipment	7
	Preparing the Child	8
	General Instructions for Parts A and B	9
	Finding Rates	10
	Standard Administration Procedures for Part A	11
	Standard Administration Procedures for Part B	18

Page

Reporting the Results: Summary Data Sheets A and B 28

Using the Summary Data Sheets 28

IV. Putting the Results of the Florida Language Profile to Work . . . 30

Selecting Children 30

Individualizing Instruction 31

Evaluating Pupil Development and Instructional Effectiveness 32

Analyzing Learning Style by Input Modality and Output Effector 33

V. Assumption and Educational Philosophy 36

References 38

Appendices

Appendix A: Performance Records Examples 39

Appendix B: Summary Data Sheets Examples 70

Appendix C: Table of Rates/Frequencies 77

Appendix D: Table of Accuracy 87

I. INTRODUCTION

The Florida Language Profile is a flexible set of procedures for directly measuring selected aspects of the language-cognitive skills of young children. The skills measured have been selected to represent behaviors which are crucial to understanding the teacher's instructions and achieving minimal success in kindergarten and first grade. They are the basic concepts and the rudimentary academic skills upon which early success in both school and the general community rest. Failure to develop these skills at the expected age generally leads to a complex and long range set of effects, which include: loss of social reinforcement in school and community, feelings of unhappiness in school, negative attitudes toward self, a low disposition to engage in academic behaviors, and a high disposition to engage in behaviors which are not highly valued and may be disruptive in schools and in the general community. The Florida Language Profile is a system designed to make possible the early detection and prevention of deficits in language and cognitive development which, undetected, might lead to long standing negative consequences for the child's overall development.

This set of procedures is designed to help teachers meet the unique instructional needs of each pupil by giving the teacher the specific and relevant information required to individualize the instruction of the basic language concepts and beginning academic skills. Any skill deficits detected through the use of the Florida Language Profile will be defined as specifically as possible. It is assumed that all skill deficits are due to inadequate instruction until convincing evidence to the contrary is discovered. Any conclusions drawn from the Florida Language Profile are intended to lead directly to instructional decisions and actions. General diagnoses, labels, categories and all such practices which do not hold the instructor primarily responsible for the child's educational progress are deemed antithetical to the best interests of young learners and to our purposes with the Florida Language Profile.

For Whom is the Florida Language Profile Designed?

The Florida Language Profile is designed for children who are preparing for beginning academic instruction. The major focus of this edition of the Profile is on kindergarten and first grade children, but it may be given to any children between the ages of four and nine if the job of individualizing instruction on the early academic tasks is relevant. It is designed to be used with all children, not only children with special problems. When any child enters a formal educational system it is important to assess the basic language-cognitive skills so that intelligent decisions may be regarding what to teach, at what level to start, what skills the child may be counted upon to use in the instructional process, and what learning syles the child has developed.

Who Will Administer the Florida Language Profile?

The Florida Language Profile may be administered by a trained examiner or by the classroom teacher. During the period of the field research edition, it will often be given by a specially trained aide or assistant. When the procedures are used as the basis for individualizing instruction or designing remedial instruction, the classroom teacher will benefit most from it if she has administered it herself. The direct experience of each child's performance on the Florida Language Profile will provide a richer and more vivid basis for planning than will a study of the summarized results.

When the primary purpose of the Florida Language Profile is to screen for children to be placed in specialized learning environments, it may be administered either by the teacher who will teach the selected children or by the various classroom teachers.

Where is the Florida Language Profile Given and How Long Does it Take?

When evaluating the performance of a child, it is important to sample the behavior under the general circumstances which exist when the behavior is usually emitted. Since the Florida Language Profile measures basic concepts and beginning academic skills, it is recommended that the Profile be individually administered in the child's regular classroom. If special circumstances make this seem to be an unwise choice, then find a setting as similar to the child's regular classroom as possible.

The time of administration varies with the speed and range of skills of the child being examined. An experienced examiner takes about half an hour with the typical child. Some children will only take 25 minutes, and some will take 40 minutes.

What Does the Florida Language Profile Do?

These procedures are designed to provide direct observations and precise measures of the language behavior of young children. The observations and measures may be used for three primary purposes: 1) to identify children with needs which may require their assignment to special educational programming; 2) to enable the teacher to design individualized instructional programs for every child, even those children remaining in regular class; and 3) to evaluate the results of instructional programs on language development. Thus, the Profile may be used in selection, educational programming, and evaluation of programming.

The selection task is accomplished by providing normative data with which to compare the child's performance. Various local criteria may be applied to actually select those children most likely to benefit from special progamming. The Florida Language Profile enables the teacher to design individual instructional programs by telling her exactly what the child knows and does not know in the areas of basic language concepts and beginning academic skills. And it may be readmininstered at any desired time intervals in order to evaluate the child's progress by comparing his present performance with his earlier performance.

What are the Unique Features and Contributions of the Florida Language Profile?

There are several general features which should be emphasized. First, the Florida Language Profile is designed to measure the language behavior of all children about to enter organized instructional programs, not just the behavior of those children suspected of having severe deficits or problems. It is meant to be analogous to the physical exam which is given so that individual prescriptions may be made to promote the health of every child. The Florida Language Profile provise a picture of the language behavior of the child so that individual instruction may be given to promote the maximal language development of every child.

Secondly, the FLP incorporates several recent advances in the field of human behavioral measurement and avoids some of the practices which have not proved satisfactory in traditional psychoeducational tests. In fact, the FLP has not been designed as a "test", but rather as a set of procedures for obtaining repeated samples of children's behavior in natural settings. The basic procedure is performance sampling. These and related procedures may provide the benchmark for the next generation of educational measures.

Finally, the FLP has been brought to its current form by including practicing teachers in the development of the procedures at every stage. Classroom teachers suggested most of the language skills which are sampled. They critically evaluated two earlier forms of the FLP, and they contributed many practical ideas for administering and scoring the procedures.

Some specific and unique features of the Florida Language Profile are:

1. It measures behavior directly. This means the results are face valid and it eliminates the need for making inferences and predictions when using the results. Without the need for specialized interpretations of scores, there is no need for psychometrists or psychologists to make the results meaningful to teachers.

2. The performance samples may be repeated at frequent intervals to insure that typical behavior has been measured or at longer intervals to evaluate change. Tests which are administered on only a single occasion may obtain quite a typical results, especially with young children.

3. Since the materials of the FLP include only the common stimuli and language symbols and signs of the culture, there is no need to keep them a secret. It is not really possible for the child to cheat on these procedures considering that any skill demonstrated during their administration is directly usable as a valued skill in the larger culture.

4. Frequency is used as the basic unit of measurement. Frequency is defined as the number of performance units divided by the number of minutes of observation. It has been demonstrated that frequency

is usually a more sensitive measure than the traditional educational measures, count and percent. As a more sensitive measure, it is more likely to reflect behavioral effects of smaller changes in the conditions of instruction.

5. It measures for fundamental aspects of performance: speed (level), and accuracy, and the changes in speed and accuracy over time. All four aspects are presented in an easy to comprehend visual Summary Data Sheet. Most psycho-educational measures reflect one aspect of performance only.

6. The Scoring and reporting procedures always remain essentially descriptive. Specific and detailed information is provided. Scores are not combined into an overall IQ or other summary score or label or category. Label and categories exact too high a price because they so often lead to oversimplification and pejoration, and always lead away from individualized instruction.

7. The FLP combines the best features of both normative and criterion referenced measurement procedures.

II. DESCRIPTION OF THE FLORIDA LANGUAGE PROFILE KIT

A complete Florida Language Profile kit consists of four functional units: the manual, the materials, the performance records, and the Summary Data Sheet.

Manual

The manual introduces the procedures and their purposes, describes the complete Florida Language Profile kit, gives specific standard instructions for administering the FLP, describes various ways to make use of the results, and supplies relevant technical specifications, references and appendices.

Materials

The materials are the input stimult to which the child responds. The materials are divided into two parts, A and B, which are bound in separate booklets. Part A, the Basic Language Concepts, includes twelve behavior samples:

I. Body Part Concepts
II. Right-Left Concepts
III. Rote Counting Concepts
IV. Time Concepts
V. Size-Quantity Concepts
VI. Shape Concepts
VII. Position-Direction Concepts
VIII. Same Different Concepts
IX. Clock Time Concepts
X. Negation Concepts
XI. Letter-Number Discrimination Concepts
XII. Color Name Concepts

These are the general concepts upon which teachers build instructional programs for more complex language and cognitive skills. Those children who do not understand them are likely to have difficulty following the directions or programs well enough to profit from the instruction.

Part B, the Basic Academic Skills, includes sixteen behavior samples:

I. Finding Letters
II. Naming Upper Case Letters
III. Naming Lower Case Letters
IV. Copying Upper Case Letters
V. Copying Lower Case Letters
VI. Saying Letter Sounds
VII. Writing Letters

VIII. Reading Words
IX. Reading Texts
X. Naming Numbers
XI. Writing Numbers
XII. Counting Objects
XIII. Identifying Number Sets
XIV. Saying Addition Facts
XV. Writing Additon Facts
XVI. Saying Subtraction Facts

These tasks comprise some of the important behavioral components of such complex language skills as reading, spelling, writing, and mathematical computations.

Part B, also includes four worksheets, numbered 1 through 4. Worksheet 1 is for copying upper case letters, worksheet 2 for copying lower case letters, worksheet 3 for identifying number sets, and worksheet number 4 is for writing addition facts. (Sample copies appear in Appendix A).

Performance Records----There is a separate Performance Record for Part A and Part B. The Performance Record is used to record the specific successes and failures for each performance sample. Each one is designed to accommodate this information for four complete administrations of the Florida Language Profile. Thus, it provides a permanent record of the child's specific performance on each occasion the Florida Language Profile is given. This record makes it possible for the teacher to see at a glance which concepts or skills the child knows (always gets correct), those he is unsure of (sometimes misses and sometimes gets correct), and those he does not know (always misses). The unsure and incorrect concepts or skills provide direct suggestions for instructional pinpoints. The Performance Records also make a record of the child's improvement.

Instructions for filling out the Performance Records appear in section III under the side heading Reporting the Results: Performance Records A and B. Copies of the Part A and Part B (Performance Records appear in Appendix A).

Summary Data Sheets are used to present a numerical description of the child's performance on the Florida Language Profile. The Summary Data Sheet is most useful in comparing the child's performance with the performance of children in a relevant norm group as well as with the child's own past performance for indications of change. Instructions for plotting the Summary Data Sheet appear in section III under the side heading Reporting the Results: Summary Data Sheets A and B. (Copies of the Summary Data Sheet appear in Appendix B).

III. ADMINISTERING THE FLORIDA LANGUAGE PROFILE

The FLP is a set of procedures for making observations of children's behavior using standardized conditions and materials. However, not all of the relevant conditions have been standardized, such as the general classroom environment. This will help make the results more meaningful to teachers because the child will perform under typical classroom conditions.

The person administering these procedures during the experimental phase has an important public relations job to perform. The procedures are new and so may be under especially close scrutiny. Their uniqueness may evoke a critical attitude in some people. It is most important that an open and undefensive posture be maintained. Questions should be answered as openly and fully as possible. It is our goal to "demystify" diagnostic evaluations and these procedures in particular. These procedures are not for "specialists" and "experts," they are for the teachers and the children. Each of you is in the position of developing new methods which are part of several new trends in behavioral assessment. Your behavior will make an important contribution in determining the public's response to these methods.

Equipment

Very little specialized equipment is needed to administer the FLP to individual children. Most of the equipment is supplied as part of the FLP kit, which includes:

1. Manual
2. Part A materials booklet
3. Part B materials booklet
4. Worksheets, numbered 1 (IV-B), 2 (V-B), 3 (XIII-B), and 4 (XV-B)
5. Sheets of primary writing paper
6. Performance Records for Part A
7. Performance Records for Part B
8. Summary Data Sheets for Part A
9. Summary Data Sheets for Part B
10. A small case to hold the above equipment.

In addition to the materials supplied with the kit you will need:

1. A stop watch or suitable substitute for timing short intervals to the second.
2. A pencil for recording observations on the Performance Records.

3. Black and red felt tip (fine point) markers for recording on the Summary Data Sheets.
4. A primary pencil without an eraser for the child to use.

It is convenient to have a separate folder or case in which to keep the Performance Records and Summary Data Sheets which are not completed.

In addition, each examiner will need a set of 30 sight word flash cards for performance sample VIII-B. These cards are not supplied with the present kit, but may be made by placing the words listed in the manual for this performance sample on individual two by four inch index cards. The words should be printed in lower case letters 3/4 of an inch high.

Preparing the Child

It is important to arrange favorable conditions in the general setting before giving the FLP. This includes establishing good rapport with the child's teacher, if you are not the teacher; developing a comfortable and reinforcing relationship with the child; selecting a suitable time; making sure there is an appropriate place; and finding comfortable furniture for the administration of the procedures.

Let the teacher know ahead of time which children will be needed and work out a schedule together. Explain the nature and uses of the FLP clearly. Point out the specific kinds of information the teacher may obtain on each child who takes the FLP and the uses that may be made of this information. See section IV of the manual for a complete discussion of the uses.

The time may be an important issue with certain children. Some are too cranky or tired just before lunch or at the end of the school day. Others may be fine at these times. The teacher will help you with timing problems.

Absolute quiet and freedom from the movement of other children are not usually necessary, since the samples are to be taken under more or less typical classroom conditions. However, the child will need to be free from gross interruptions since the samples are all timed.

Try to arrange to have the child sit in a chair that is the proper size at a table that also fits well. Most examiners find it best to sit on the child's left or across the table from the child while giving the FLP. Make sure you have enough space to spread out the materials and forms you need.

Be friendly and supportive with the child. Speak clearly, slowly and use a low pitched voice. Freely praise the general aspects of the child's performance without being specific about individual items. Some children are hesitant to try unfamiliar tasks or tend to give up easily. Warmly, but firmly, encourage them to try some additional items. When you have established a friendly relationship and have allowed the child a few moments to explore the setting, you are ready to begin.

General Instruction for Parts A and B

The behavior domain covered by the procedures includes a broad sampling of the universal language skills required by anyone to establish minimal independent participation in our present culture.

Before starting, fill out the child's name and the other identifying data called for at the top of the first page. This single form may be used to administer, record, and score the FLP on four independent occasions, leaving a permanent record of the child's improvement. Be certain to fill in the date on the Performance Record each time the FLP is given. The places for the dates of administration of the FLP appear just below the section for identifying data.

The Performance Record presents the essential information needed to administer each behavior sample. This information is condensed from the administration procedures presented here in the manual and appears just below the name of the performance sample. The four bits of information provided are: materials needed; the recording plan;* the standarized spoken instructions; and the time limit for each item within the sample. In some cases the spoken instructions are presented in abbreviated form and the manual should be consulted until the standard phrases are committed to memory.

Next on the form there is a series of boxes for recording the specific errors made by the child on each item. Place an X in the appropriate box each time the child makes an error. Try to do this as inconspicuously as possible so that the child does not become alerted to his failures. Place a slash mark in the box just following the last item attempted by the child.

The next section provides spaces for recording the number correct, the number incorrect and the time in minutes and seconds for each performance sample. For example, if a child got 20 correct, 6 incorrect and took 56 seconds, it would be recorded like this:

$$\frac{20 \;/\; 6}{0:56}$$

Just to the right of this space the letters $\frac{RC}{RE}$ _____ appear. RC stands for rate correct, and RE stands for rate incorrect or error. When you have completed administering the FLP you may find the rates correct and incorrect by consulting the Table of Rates of Frequencies in Appendix C of this

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*The recording plan is the rule for determining when to end each performance sample. There are three recording plans: time based, movement based, and first come. A time based plan ends when the child has made or attempted the stated number of items. The performance sample in which a first come plan is used states both a time and movement criterion. The performance sample ends whenever the time has elapsed or the number of movements has been completed, whichever comes first.

manual. When the rates for the data given above are filled in the proper spaces in the Performance Record it will look like this:

$$1)\ \frac{20\ /\ 6}{0:56}\ \begin{matrix}RC\\RE\end{matrix}\ \frac{21.5}{7.53}$$

This data will be filled out for each performance sample each time the FLP is administered.

Finding Rates--The Table of Rates/Frequencies lists 3,570 rates. Every rate possible using the recording plans on the FLP is included. The Table of Rates is to be used for both Parts A and B.

Any rate may be found by following these steps:

1. Open the table to the double page that includes the time of your performance sample. Times, in seconds, are listed on the left vertical axis of each page of the table. The first double page includes times from 1 to 30 seconds, the next double page has times from 31 to 60 seconds, the third double page runs from 1 minute 1 second to 1 minute 30 seconds, and the fourth double page includes times from 1 minute 31 seconds to 2 minutes.

2. Locate the exact number of seconds in your time sample by using the vertical scale of the table which reads in minutes and seconds.

3. Locate the exact number of movements in your sample by using the horizontal scale across the top of the table.

4. The rate is found in the box at the intersection of the proper time row and movements column. The rate reads in number of movements (number of behaviors) per minute.

Record the rates correct and incorrect in the spaces provided on the Performance Records. (See Appendix A). Here is an example. The number correct is 14, the number incorrect is 5 and the time ss 1 minute and 7 seconds. The row for 1 minute and 7 seconds is found on the third double page of the table. Move along this row until you find the intersection of the columns for 14 movements and 5 movements. The rates in these two boxes are 12.5 and 4.46. These are the rates correct and incorrect and should be placed in the appropriate spaces on the Performance Record:

$$1)\ \frac{14\ /\ 5}{1:07}\ \begin{matrix}RC\\RE\end{matrix}\ \frac{12.5}{4.46}$$

All rates should be recorded with three digit numbers, regardless of the number of decimal places.

Standard Administration Procedures for Part A

Part A should be administered to all children. This section presents the specific standard procedures to be followed in giving and recording the results of the FLP. To the extent that these procedures are followed, the normative data and research based interpretations and recommendations will be relevant and valid. Anyone who uses the FLP should become thoroughly familiar with these procedures before administering the performance samples.

I-A BODY PARTS CONCEPTS **********

This sample of behavior determines which body parts the child knows.

Input Auditory--body part names.

Output Points to body parts.

Materials None. Child identifies parts of his own body.

Recording Plan Movement based, 21 items.

Instructions Ask the child to point to the following parts of his body in the order given below. Say, "SHOW ME YOUR ____," or "POINT TO YOUR ____."

1. wrist	8. mouth	15. stomach
2. foot	9. hand	16. shoulder
3. head	10. arm	17. ankle
4. leg	11. back	18. chin
5. eye	12. knee	19. finger
6. ear	13. chest	20. elbow
7. nose	14. toe	21. waist

Item Time Limit If the child has not responded or has not responded correctly and is still trying after 5 seconds, record an error and go on to the next item.

Record Number correct, number incorrect, time, and specific errors.

II-A RIGHT-LEFT CONCEPTS **********

This performance sample indicates whether the child can discriminate right from left on his own person and on another person facing him.

Input Auditory--spoken words.

Output Action.

Materials None. A complete list of commands is given below and is abbreviated on the Part A Performance Record for this sample.

Recording Plan Mo ement based, 10 items.

Instructions When you have the child's attention, say, "HOLD UP YOUR RIGHT HAND." Proceed through the items in order, saying:

1. HOLD UP YOUR RIGHT HAND
2. TOUCH YOUR RIGHT LEG
3. STAND UP AND PUT YOUR LEFT FOOT UP HERE ON THE CHAIR. Indicate the edge of the chair seat.
4. HOLD UP YOUR LEFT HAND.
5. TURN YOUR HEAD TO YOUR RIGHT.
6. STAND UP AND PUT YOUR RIGHT FOOT UP HERE ON THE CHAIR. Indicate the edge of the chair seat.
7. TOUCH MY LEFT HAND.
8. TURN YOUR HEAD TO YOUR LEFT.
9. TOUCH MY RIGHT HAND.
10. TOUCH YOUR LEFT LEG.

Item Time Limit After five seconds proceed to the next item.

Record Number correct, number incorrect, time and specific errors.

III-A ROTE COUNTING **********

This sample indicates whether the child can count correctly from 1 to 20.

Input Auditory--spoken words.

Output Spoken words.

Materials None.

Recording Plan First come, 20 items or 30 seconds.

Instructions Ask the child to "COUNT FROM 1 to 20." If the child is reluctant or says that he or she cannot count, give some encouragement. It is acceptable to say, "START WITH ONE AND SEE HOW FAR YOU CAN COUNT," for children who are having a hard time getting started. Allow the child to continue as long as the counting is in an ascending sequence. As soon as the ascending order is broken by giving a smaller number, stop timing. Numbers may be omitted as long as the ascending order continues. Count all numbers given in ascending order as correct, except those larger than 20. Count all ommitted as incorrect, including all those not attempted. The number that breaks the ascending order is counted incorrect. The total movements correct and incorrect should always total 20.

Item Time Limit If the child has not started in 10 seconds, stop your watch, repeat the instructions and give the child another 20 seconds to get started.

Record Number correct, number incorrect, time and specific errors.

IV-A TIME CONCEPTS**********

This sample of behavior gives an idication of the child's ability to correctly discriminate gross units of time.

Input Auditory--spoken words.

Output Spoken words.

Materials None. The questions are listed just below and are abbrevisted on the Part A Performance Record for this sample.

Recording Plan Movement based, 13 items.

Instructions When you have the child's attention, say, "DO YOU GO TO SCHOOL IN THE DAYTIME OR AT NIGHT?" After the child has responded continue in order, saying:

1. DO YOU GO TO SCHOOL IN THE DAYTIME OR AT NIGHT?
2. WHICH IS A LONGER TIME, A DAY OR A YEAR?
3. WHICH IS A LONGER TIME, AN HOUR OR A MINUTE?
4. WHICH IS A LONGER TIME, A MONTH OR A WEEK?
5. HOW OLD ARE YOU? (Accept in years.)
6. WHEN IS YOUR BIRTHDAY? (Accept the month as correct, even if no day and year are given, or the wrong day and year are given.)

7-13. NAME THE DAYS OF THE WEEK. (Correct sequence is not required. Any days named in any order should be counted as correct.)

Item Time Limits Allow 10 seconds for each of the first six items. Allow 30 seconds for the days of the week, items number 7-13. If the child names a month or holiday, give the name Sunday to the child and allow him the rest of the time. When given, count Sunday as incorrect.

Record Number correct (the total possible correct is 13), number incorrect, time and specific errors.

V-A SIZE AND QUANTITY CONCEPTS**********

This sample is designed to give an estimate of the child's response to some commonly used size and quantity qualifiers.

Input Auditory--spoken words. Visual--drawings.

Output Points to correct choice.

Materials Part A, pages 1 through 10.

Recording Plan Movement based, 10 items.

Instructions Draw the child's attention to the appropriate drawing and say, "WHICH ONE IS," or "WHICH ONE HAS THE ___ ___?" Follow the order:

Page 1	BIGGEST APPLE	Page 6	TALLEST TREE
Page 2	THINNEST COWBOY	Page 7	FEWEST BALLS
Page 3	WIDEST WINDOW	Page 8	FATTEST COWBOY
Page 4	SMALLEST BALL	Page 9	SHORTEST FLOWER
Page 5	MOST BALLS	Page 10	EMPTY GLASS

Item Time Limit 5 seconds.

Record Number correct, number incorrect, time and specific errors.

VI-A SHAPE CONCEPTS**********

This sample measures the child's ability to name geometric shapes.

Input Visual--geometric shapes.

Output Spoken--shape names.

Materials Part A, pages 11 through 16.

Recording Plan Movement based, 6 items.

Instructions When the child is attending to the figure, say, "WHAT IS THIS SHAPE CALLED?" Proceed in order:

Page 11	SQUARE	Page 14	CIRCLE
Page 12	TRIANGLE	Page 15	RECTANGLE
Page 13	DIAMOND	Page 16	STAR

Item Time Limit 5 seconds.

Record Number correct, number incorrect, time and specific errors.

VII-A POSITION AND DIRECTION CONCEPTS**********

This performance sample provides information on the child's ability to respond correctly to some common position and direction words.

Input Auditory--position and direction words. Visual--drawings to match the words.

Output Points to figure.

Recording Plan Movement based, 10 items.

Instructions Place the booklet in front of the child and call his attention to the figures in each drawing. Say, "POINT TO THE BALL THAT IS ABOVE THE BOX." Continue in order, saying, "POINT TO THE ____ THAT IS ____."

Page 17 BALL THAT IS ABOVE THE BOX
Page 18 FLOWER THAT IS IN THE MIDDLE
Page 19 BALL THAT IS UNDER THE TABLE
Page 20 BALL THAT IS NEAREST THE HOUSE
Page 21 BALL THAT IS IN FRONT OF THE HOUSE
Page 22 BALL THAT IS IN THE BOX
Page 23 BOY THAT IS BEHIND THE TREE
Page 24 BALL THAT IS BETWEEN THE HOUSES
Page 25 BOY THAT IS AT THE END OF THE ROPE
Page 26 BALL THAT IS ON THE TABLE

Item Time Limit 5 seconds.

Record Number correct, number incorrect, time and the specific errors.

VIII-A SAME-DIFFERENT CONCEPTS**********

This sample assesses the child's understanding of the concepts "same" and "different."

Input Auditory--spoken words. Visual--geometric shapes.

Output Points to shapes.

Materials Part A, pages 27 through 32.

Recording Plan Movement based, 6 items.

Instructions When the child is attending to the materials, say, "POINT TO EACH ONE WHICH IS THE SAME AS THIS ONE." If the child stops after pointing to only one figure, encourage him to look for more. Say, "ARE THERE ANY OTHERS WHICH ARE THE SAME?" The items on pages 27, 29 and 32 are to sample the concept of sameness. The

items on pages 28, 30 and 31 are to sample the concept of difference. For the latter say, "POINT TO EACH ONE WHICH IS DIFFERENT FROM THIS ONE." Indicate the exemplar at the top of the page. Proceed in order through:

Page 27 square (same)
Page 28 triangle (different)
Page 29 diamond (same)
Page 30 circle (different)
Page 31 rectangle (different)
Page 32 star (same)

Be sure not to name the shapes or else you will be teaching the names and influencing the performance on sample VI-A, Shape Concepts.

Item Time Limit 20 seconds.

Record Place a slash mark in boxes beside items. Place number correct on top of line and place number incorrect under lines in boxes: 15 possible correct and 15 possible incorrect answers.

IX-A CLOCK TIME CONCEPTS**********

This sample indicates the child's ability to read a standard clock face to the nearest half hour.

Input Visual--printed clock faces.

Output Spoken words.

Materials Part A, pages 33 through 42.

Recording Plan Movement based, 10 items.

Instructions When you have the child's attention on the appropriate clock face, say, "WHAT TIME DOES THIS CLOCK SAY?" Proceed in order:

Page 33	3:00	Page 38	7:00
Page 34	6:00	Page 39	8:30
Page 35	10:30	Page 40	7:30
Page 36	1:30	Page 41	2:00
Page 37	5:30	Page 42	4:00

Item Time Limit 15 seconds.

Record Number correct, number incorrect, time and specific errors.

X-A NEGATION CONCEPTS**********

This sample establishes the child's typical response to negative questions.

Input Auditory--spoken words.

Output Points to figure.

Materials Part A, pages 43 through 52-

Recording Plan Movement based, 10 items.

Instructions When the child is attending, say, "WHICH SHAPE IS NOT A SQUARE?" Continue in order:

Page 43 WHICH SHAPE IS NOT A SQUARE?
Page 44 WHICH FIGURE IS NOT A NUMBER?
Page 45 WHICH LETTER IS NOT WHITE?
Page 46 WHICH TREE IS NOT TALL?
Page 47 WHICH ONE IS NOT A LETTER?
Page 48 WHICH SHAPE IS NOT A CIRCLE?
PAGE 49 WHICH BALL IS NOT ON THE TABLE?
Page 50 WHICH BALL IS NOT IN THE BOX?
Page 51 WHICH NUMBER IS NOT BLACK?
Page 52 WHICH SHAPE IS NOT A TRIANGLE?

Item Time Limit 5 seconds.

Record Number correct, number incorrect, time and specific items missed.

XI-A LETTER-NUMBER DISCRIMINATION**********

This sample evaluates the child's ability to match or respond differentially to lower case letters and to numbers which are often confusing for young children.

Input Visual--printed letters and numbers.

Output Points to letters and numbers.

Materials Part A, pages 53 through 58.

Recording Plan Movement based, 6 items.

Instructions Call the child's attention to the sample at the left of the page and then say, "SEE THIS ONE? FIND ALL THE ONES JUST LIKE IT OVER HERE." Indicate the two rows of possible matching letters or numbers to the right. Continue in order:

Page 53 b's
Page 54 g's
Page 55 m's
Page 56 3's
Page 57 7's
Page 58 9's

Item Time Limit 20 seconds.

Record Place a slash mark in boxes beside each item; place the total correct on top of line and total incorrect below slash beside each item. Total possible correct/incorrect is 30.

XII -A COLOR NAME CONCEPTS**********

The behavior sample demonstrates the child's ability to name ten colors frequently referred to in school and the general culture.

Input Visual--colored paper.

Output Spoken words.

Materials Part A, pages 59 through 68.

Recording Plan Movement based, 10 items.

Instructions Show each page of colored paper to the child in sequence and say, "WHAT COLOR IS THIS?" or, "TELL ME WHAT COLOR THIS IS." Proceed in order:

Page 59 red
Page 60 blue
Page 61 black
Page 62 white
Page 63 green
Page 64 yellow
Page 65 brown
Page 66 orange
Page 67 purple
Page 68 pink

Item Time Limit 5 seconds.

Record Number correct, number incorrect, time and the specific errors.

Standard Administration Procedures for Part B

Part B should be administered to all children, unless the tasks on Part A were so difficult for the child that almost no successes were obtained. This part of the FLP measures many of the skills which are the behavioral components of reading, writing, spelling, and simple arithmetic calculations.

I-B FINDING LETTERS**********

This performance sample is designed to measure whether the child responds appropriately to spoken letter names.

Input Auditory--spoken letter names.

Output Points to appropriate letter.

Materials Part B, pages 1 and 2.

Recording Plan First come, 26 items or 1 minute.

Instructions When you have obtained the child's attention, say, "WHEN I SAY A LETTER NAME, YOU POINT TO IT ON THIS SHEET." If the child searches only a limited portion of the sheets, it is permissible to suggest that he look over all the letters. Say, "BE SURE TO LOOK AT ALL THE LETTERS," and gesture to indicate unsearched portions of the pages. Proceed in order:

A C F N S B U H O D I E Z K Q L X T V G P W R Y M J

Item Time Limit 5 seconds.

Record The number correct, the number incorrect, the time and the specific errors. Both incorrect and omissions (up to the 1 minute time limit) are counted as errors.

II-B NAMING UPPER CASE LETTERS**********

This performance sample is designed to measure the child's ability to name the upper case alphabet letters.

Input Visual--printed letters.

Output Spoken letter names.

Materials Part B, pages 3 and 4.

Recording Plan First come, 26 items or 1 minute.

Instructions When the child is oriented to the proper materials, say, "START HERE AND SAY THE NAME OF EACH LETTER." Point to the first letter. When the child has responded or 5 seconds have elapsed, indicate that the child should continue by saying, "TELL ME THE NAME OF EACH ONE UNTIL THE TIME IS UP," indicating the rest of the letters with an appropriate gesture.

Item Time Limit 5 seconds.

Record The number correct, the number incorrect, time and the specific errors.

III-B NAMING LOWER CASE LETTERS**********

This sample of behavior assesses the child's current status in naming the lower case alphabet.

Input Visual--printed letters.

Output Spoken letter names.

Materials Part B, pages 5 and 6.

Recording Plan First come, 26 items or 1 minute.

Instructions Call the child's attention to the alphabet and say, "START HERE AND SAY THE NAME OF EACH LETTER." Point to the first letter. When the child has responded or 5 seconds have elapsed, suggest that the child go on to the next letter by saying, "TELL ME THE NAME OF EACH ONE UNTIL THE TIME IS UP," indicating the rest of the letters with a gesture which suggests the sequence to follow.

Item Time Limit 5 seconds.

Record The number correct, the number incorrect, the time and the specific errors.

IV-B COPYING UPPER CASE LETTERS**********

This sample assesses the child's ability to copy under case letters. The child may print or write cursive, whichever has been taught and feels most comfortable.

Input Visual--printed letters on lined paper.

Output Written letters.

Materials Worksheet number 1.

Recording Plan First come, 26 items or 2 minutes.

Instructions Say, "COPY THESE LETTERS. WRITE THEM DOWN HERE." Point to the appropriate space just below each letter. Complete the instructions by saying, "SEE HOW MANY YOU CAN DO."

Item Time Limit None. However, if the child is only improving a letter which is already recognizable or is just dawdling, encourage him to copy additional letters.

Record Number correct, number incorrect, time and specific errors. Count as correct any letter you can recognize, no matter how poorly made. However, reversals are counted as errors.

V-B COPYING LOWER CASE LETTERS**********

This performance sample measures the child's current ability to write lower case letters.

Input Visual--printed letters on lined paper.

Output Written letters.

Materials Worksheet number 2.

Recording Plan First come, 26 items or 2 minutes.

Instructions Say, "COPY THESE LETTERS. WRITE THEM DOWN HERE." Point to the appropriate space just below each letter. Complete the instructions by saying, "SEE HOW MANY YOU CAN DO."

Item Time Limit None. If the child is "improving" a letter which is already recognizable or is dawdling, encourage him to copy additional letters.

Record Number correct, number incorrect, time and the specific errors. Count as correct any letter you can recognize no matter how poorly made, except reversals.

VI-B FINDING LETTER SOUNDS**********

This format samples the child's ability to identify letters from the sound they make in the initial position of short words.

Input Auditory--spoken words.

Output Spoken letters.

Materials None. Word list is below and in the Part B Performance Record.

Recording Plan First come, 26 items or 1 minute.

Instructions Say, "I AM GOING TO SAY SOME WORDS. WHEN I SAY A WORD, TELL ME WHICH LETTER STARTS MY WORD. YOU WILL BE ABLE TO TELL BY THE SOUND THE LETTER MAKES." Distinctly say each word in this order.

1. MAN	8. APE	15. DOG	22. WAS
2. BALL	9. CAT	16. USE	23. GO
3. SAT	10. EAT	17. HAT	24. X-RAY
4. FUN	11. OLD	18. RUN	25. QUEEN
5. ZOO	12. PAT	19. LOW	26. YES
6. TAN	13. VOICE	20. KISS	
7. NO	14. ICE	21. JAM	

Item Time Limit 5 seconds.

Record Number correct, number incorrect, time and specific errors.

VII -B WRITING LETTERS**********

This performance sample measures the child's ability to write letters from dictation.

Input Auditory--letter names.

Output Written letters.

Materials Sheet of standard primary grade writing paper. The list of letters in the sequence to be called is on the Part B Performance Record and immediately below.

Recording Plan First come, 26 items or 2 minutes.

Instructions Place a sheet of standard primary grade writing paper before the child and give him a primary pencil without an eraser. Say to the child, "WHEN I SAY A LETTER NAME, YOU WRITE THE LETTER ON THIS PAPER. START HERE." Point to the upper left hand corner. Say the letters in this order:

A C F N S B U H O D I E Z K Q L X T V G P W R Y M J

Item Time Limit If the child has not started a letter in five seconds, go on and say the next letter name. Allow the child the time he needs to complete a letter before giving another one. Count correct all recognizable letters, except reversals. Reversals are counted as errors.

Record Number correct, number incorrect, time and specific errors.

VIII-B READING BASIC WORDS**********

This format samples the child's ability to read basic words presented individually.

Input Visual--printed words.

Output Spoken words.

Materials Thirty flash cards arranged in the order presented below.

Recording Plan First come, 30 words or 1 minute.

Instructions When you have the child's attention, say, "SAY THESE WORDS AS I SHOW THEM TO YOU." If the child claims that he cannot read, encourage him to try anyhow, since many children know words when they do not think they do.

1. SEE	11. COME	21. AN
2. GO	12. PLAY	22. BY
3. LOOK	13. LIKE	23. HIM
4. CAN	14. SAID	24. MAY
5. ME	15. GOING	25. OLD
6. BLUE	16. HELP	26. WERE
7. IS	17. AWAY	27. HOW
8. WORK	18. THE	28. TAKE
9. BE	19. I	29. HER
10. HERE	20. SOME	30. PUT

Item Time Limit 5 seconds.

Record Number correct, number incorrect, time, and specific errors. Accept any recognizable pronunciation as correct.

IX-B READING TEXTS**********

This sample of behavior measures the child's ability to read simple paragraphs.

Input Visual—printed sentences.

Output Spoken words.

Materials Part B, pages 7 and 8.

Recording Plan 1 minute or first come.

Instructions Place the paragraph on page 7 in front of the child and say, "READ THESE SENTENCES AS WELL AS YOU CAN." If the child hesitates or blocks as long as five seconds on any word, pronounce the word for him and count it as an error. Count all mispronunciations as errors. Record the total number of words correct and incorrect. Divide the error count into the correct count. If this number is five or greater, present the paragraph on page 8. Repeat the same procedures.

Item Time Limit 5 seconds for each word.

Record The number of the highest paragraph read, the number of words read correctly and incorrectly for that paragraph. List the words attempted but incorrect.

X-B NAMING NUMBERS**********

This sample measures the child's ability to name numbers.

Input Visual--printed numbers.

Output Spoken numbers.

Materials Part B, pages 9 and 10

Recording Plan First come, 20 movements or 1 minute.

Instructions Place the pages of single digit numbers in front of the child and say, "WHEN I POINT TO A NUMBER YOU SAY ITS NAME. WHAT NUMBER IS THIS?" Point to the numbers in sequence across the pages:

3 1 2 8 4 6 5 7 0 9 4 8 2 0 3 5 7 6 1 9

Item Time Limit 5 seconds.

Record Number correct, number incorrect, time and the specific errors.

XI-B NUMBER WRITING**********

This format assesses the child's ability to write numbers from dictation.

Input Auditory--spoken numbers.

Output Written numbers.

Materials A sheet of standard primary writing paper. The list and sequence of numbers to call appear below and on the Part B Performance Record.

Recording Plan First come, 10 items or 2 minutes.

Instructions Place a sheet of standard primary writing paper before the child and give him a standard primary pencil without an eraser. Say, "I AM GOING TO SAY SOME NUMBERS. I WANT YOU TO WRITE THEM HERE." Point to the upper set of lines and indicate that the child is to start at the left. Call out the numbers in this sequence:

5 2 8 6 10 4 1 3 7 9

As soon as the child finishes writing one number, point to the next space to the right on his page and call out the next number. If there is no attempt to write the number called, try a new one after 5 seconds.

Item Time Limit 5 seconds.

Record Number correct, number incorrect, time and the specific errors. Any number that is recognizable may be counted correct, no matter how poorly made. While recognizable reversals are to be counted as errors.

XII -B COUNTING OBJECTS**********

This sample evaluates the child's early counting skills.

Input Visual--drawings of objects.

Output Spoken words.

Materials Part B, pages 11 through 20.

Recording Plan First come, 10 items or 1 minute.

Instructions Call the child's attention to the drawings on page 11. Say, "TELL ME HOW MANY BOATS THERE ARE. COUNT THEM." If the child has not responded in 5 seconds, go on to the next item. If he is still in the process of counting when 5 seconds elapse, allow him to finish. When the child has the idea, say, "HERE ARE SOME _____. COUNT THEM." Present the pages in order:

Page 11:	2 BOATS	Page 16:	10 FROGS
Page 12:	4 HOUSES	Page 17:	7 GIRLS
Page 13:	1 BARN	Page 18:	5 FACTORIES
Page 14:	6 FISH	Page 19:	8 BOYS
Page 15:	3 PUMPKINS	Page 20:	9 MEN

Item Time Limit 10 seconds.

Record Number correct, number incorrect, the time and specific errors.

XIII-B IDENTIFYING NUMBER SETS**********

This sample indicates the child's ability to correctly indicate numbered sets of objects.

Input Visual--rows of symbols. Auditory--spoken numbers.

Output Lines drawn.

Materials Worksheet number 3.

Recording Plan First come, 10 items or 1 minute.

Instructions Place the worksheet in front of the child and give him a pencil. Call his attention to the rows of symbols. Say, "I AM GOING TO SAY A NUMBER. DRAW A LINE THROUGH THAT NUMBER OF SYMBOLS. FOR EXAMPLE, IF I SAY THREE, YOU DRAW A LINE THROUGH THREE OF THESE." Indicate the first row of symbols in the upper left corner of the page. Call the following numbers in sequence:

2 4 1 5 7 3 6 8 9 10

Item Time Limit If the child has made no attempt in 5 seconds, go on to the next number.

Record Number correct, number incorrect, time and specific errors.

XIV-B SAYING ADDITION FACTS**********

This samples the ability of the child to do oral addition facts.

Input Visual--printed numbers.

Output Spoken numbers.

Materials Part B, pages 21 and 22

Recording Plan First come, 18 items or 1 minute.

Instructions Call the child's attention to the problems on pages 21 and 22. Say, "ADD THESE NUMBERS AND SAY THE ANSWER OUT LOUD." Do these in order across the sheet.

Item Time Limit If no response after 5 seconds, point to the next problem and repeat the instructions.

Record Number correct, number incorrect, time and specific errors.

XV-B WRITING ADDITION FACTS**********

The behavior sample evaluates the ability of the child to write the answers to addition facts.

Input Visual--printed numbers.

Output Written numbers.

Materials Worksheet number 4. A primary pencil.

Recording Plan First come, 18 items or 2 minutes.

Instructions When the child is attending to the addition problem say, "ADD THESE NUMBERS AND WRITE THE ANSWERS HERE." Point to the appropriate space for writing the answers. Do these in order down the columns.

Item Time Limit Allow 5 seconds for a response and then point to the next problem and ask the child to, "TRY THIS ONE."

Record Number correct, number incorrect, time and specific errors.

XVI-B SAYING SUBTRACTION FACTS**********

This performance sample measures the child's ability to give oral answers to simple subtraction problems.

Input Visual--printed numbers.

Output Spoken numbers.

Materials Part B, pages 23 and 24.

Recording Plan First come, 18 items or 1 minute.

Instructions — Direct the child's attention to the subtraction problems. Say, "SUBTRACT THESE NUMBERS AND SAY THE ANSWER OUT LOUD."

Item Time Limit — If no response in 5 seconds, go on to the next problem and say, "TRY THIS ONE."

Record — Number correct, number incorrect, the time and specific errors.

REPORTING THE RESULTS: The Summary Data Sheets A and B

The Summary Data Sheet is designed to provide a convenient summary of the child's performance for the purpose of 1) selecting children for special educational services and 2) for providing aims which given an indication of the level of competence required for the child to experience success in the regular classroom. The Summary Data Sheet accomplishes these purposes by supplying normative data and making it convenient to compare the child's speed and accuracy on each task with the speed and accuracy of children of the same grade level. For the purposes of this profile, sex and race differences were ignored although there were reliable differences on many tasks when sex and race comparisons were made. It was not deemed educationally justifiable to set separate selection criteria or aims by sex or race.

Instructions for filling in Summary Data Sheets

There are separate norms for kindergarten and first grade and separate norms for the time of year.

1. Place the date the child was first sampled on the pre-sample date line at the top of the sheet. There is a line for the post- sample date also. If this is available fill out for this date. Teaching weeks may be included.

2. The first column on a sheet represents all twelve concepts for Part A. The number directly following the concept name is the number of items in that concept.

3. A Target column is put next to each of the concept names. This column is marked with an XX if it is evident that the child is below the selection aim in accuracy or speed correct or is above in speed incorrect. XX in the Target column indicates to the administrator/teacher that this concept should receive special attention. Mark this column after you have recorded the data on the sheets.

4. Items sampled for both pre and post sampling are side by side. A number is written in the appropriate column to indicate all the items sampled by the child. On the Performance Record, below the Body Parts Concept for example, there is a Record Space. The number correct is to the left of the slashed line and the number incorrect is to the right of the slashed line. Thus, Body Parts may read $\frac{19/2}{\text{time}}$. Add the two numbers, 19 and 2 to get the total items sampled.

5. The fifth column represents the accuracy of the child's performance. The middle of that column has a #/#, such as 83/93. On either side of the numbered area are spaces for the child's pre sample percent correct and post sample percent correct. The number on top of the slash line represents the selection aim. Accuracy column indicates children who need help because their scores are below the accuracy of the child at the 60% level. The return aim is the number below the slash line. When the child receives the post sample of the FLP, his accuracy scores should be equal to or above the return score. The fifth column may look similar to this:

ACCURACY			
PRE %C	SEL. AIM	RET. AIM	POST %C
75	82	93	100

or

ACCURACY			
PRE %C	SEL. AIM	RET. AIM	POST %C
95	82	93	95

The first child should receive an XX in the Target column beside this concept because the score of 75 is below the 82 score. The second child should not be targeted for accuracy because the score of 95 is above the 82 selection aim. [The FLP Accuracy Table is in appendix D].

To get the Accuracy Score, take the number correct from the Performance Record (Example: 19/2). Look down the column on the left of the Accuracy Table, find 19, then take the total number attempted by the child, (in this case, 21), look across the top of the column until you find the number 21. The Accuracy Score is 90. Place this on the appropriate side of the column.

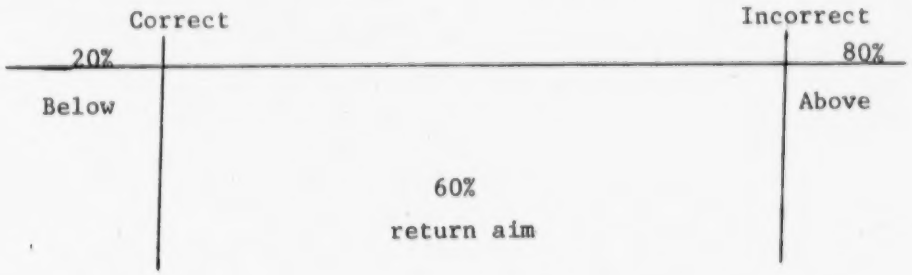
6. The Frequency Correct and the Frequency Incorrect column are recorded by the same procedure. Simply look on the child's Performance Record for RC and the RE. Record these in the appropriate columns. See an example in appendix B.

IV. PUTTING THE RESULTS OF THE FLORIDA LANGUAGE PROFILE TO WORK

The results of the FLP may be used in four ways: selecting children for special programming, individualizing instruction for each child, evaluating pupil progress or instructional effectiveness, and analyzing learning style by input modality and output effector combinations.

Determining a Procedure to be Used for Delineating Specific Learning Disabilities Population

The Summary Data Sheet is the center of the system for identifying children with specific learning disabilities. The Summary Data Sheet provides normative data on three aspects of the child's performance. These are: accuracy, frequency of correct response, and frequency of error response. There are separate sheets for kindergarten norms and first grade norms. Also, for Fall, Winter and Spring norms. The Fall norms are to be used between September and the end of December. The Winter norms from January through March. The Spring norms cover April through June. Two sets of norms are reported for each aspect: Accuracy, Frequency Correct and Incorrect. The first norm is the 20% which we have used as a miminal selection criteria; that is, for Accuracy, any child whose scores are below the 20% Frequency Correct are targeted for special instruction programming. The second norm is the 80% which we have used for the maximum selection criteria, any child whose scores are above the 80% Frequency Incorrect are targeted for special instruction programming. We have arbitrarily selected the 60% as a return aim for Accuracy and Frequency Correct.



The special education teacher would use this as an instant aim; that is, an appropriate level of competence for returning the child to the regular classroom programming or as a reason for dismissing child from resource rooms. On the frequency of errors the return aim is for the child to be below the 40% in errors. It is assumed that most Specific Learning Disabilities programs would use the Florida Language Profile in conjunction with an intelligence test. Thus, children below 80 IQ or some similar criteria would be screened out as possibilities for the Specific Learning Disabilities Program. When

this is not the case, it is our experience that the educable mentally retarded child will show up with deficits in both Accuracy and Frequency Correct scores across all the skills. They also show up with much lower rates than children with specific learning disabilities. Diagnosis of Special Learning Disabilities is enhanced by selecting highly variable profiles. This means that the Specific Learning Disabilities children would have a significant number of scores above the selection aim criteria.

The Summary Data Sheet is designed to record two complete administrations of the Florida Language Profile. This allows the teacher to compare the entry scores with the scores attained after some period of specialized instruction, and to see if the child has reached the criteria suggested for return to regular classroom.

Originally it was assumed that the Florida Language Profile should be administered at least two days in succession in order to obtain the child's maximum performance level. However, the experience with the project has indicated that it is unrealistic to expect either regular or special education teachers to administer this test more than once as a pre test or more than once as a post test. Therefore, the norms provided on the Summary Data Sheet are based on first day administration data in all cases.

Individualizing Instruction

The Performance Record provides the information needed to individualize instruction for each child. By consulting it the teacher may answer many questions relevant to the child's instructional program.

> Upon which concepts and skills may I base the next phases of the child's instruction?
>
> What specific skills and concepts need to be taught?
>
> At what level should instruction begin?
>
> Which concepts and skills need to be taught from the beginning?
>
> Which concepts and skills need only review and strengthening?

When the FLP is administered three times in close succession, it becomes apparent whether a child does not usually perform this task successfully, performs it successfully on some occasions and not on others, or whether it is always performed successfully. A study of the Performance Record indicates exactly which letters and numbers are responded to correctly and incorrectly. The person administering the FLP may make notes on the type of errors a child makes. These observations may prove useful in selecting the type of instruction which is most likely to correct the kind of errors being made.

By consulting the child's Profile, additional information may be gained for individualizing instruction. The Profile will help to answer questions

such as the following:

Is the main deficit in this performance lack of speed?

Is the main deficit in this performance lack of accuracy?

Do both speed and accuracy need improvement?

Is the child's performance too variable on a day to day basis?

The Profile also indicates at a glance whether the child's deficits are general (as in mental retardation and severe cultural deprivation) or specific to a few skills (as in learning disabilities).

Evaluating Pupil Development and Instructional Effectiveness

The FLP is very useful in evaluating changes in pupil behavior, or instructional effectiveness. The more frequently the FLP is given the more sensitive it will prove in detecting changes in performance or in evaluating the effectiveness of particular instructional conditions. There are several plans for using the FLP to evaluate pupil development, depending upon what the goals of measurement are. The basic plans are:

1. Give the FLP 2 times, on successive days, in the fall and 2 times again on successive days in the spring.

2. Give periodically, every other month, or as the need for feedback arises, throughout the school year.

3. Give once in the fall and readminister again once in the spring as the school year is ending.

The first plan will give the most detailed information on all five basic aspects of behavior (level or speed, accuracy, variability, trend, and trend of accuracy) at two points during the year. This makes possible an assessment of overall change in all of the basic aspects of behavior. Probably this plan is of most interest to researchers with specialized interests in behavior change. It is the plan being used in the development of the FLP.

The second plan of periodic performance sampling gives the best possibility for discovering which instructional procedures work best with the child and for insuring that the child is not standing still during any prolonged period during the year. Of course, this plan may be supplemented with daily performance records of the specific behavior of most interest. Some version of this plan is well suited to accountability research.

The third plan will serve to depict overall pupil changes in speed and accuracy to performance. This kind of data is often needed to establish the effectiveness of programs for continued grant support or for other administrative purposes. It is not a good plan for discovering which of the many

materials, instructional plans, reinforcers, etc. used during the year were actually effective in producing the changes.

All three plans provide data on pupil change over the time intervals spanned by the performance samples. Plan one makes possible a more detailed look at many of the subtle and difficult to observe aspects of behavior changes. Plan two provides the most data for discovering the functional relationships between instructional conditions and improvement. Plan three is the easiest to accomplish and provides solid information on overall improvement in the course of the school year. It is the classic before and after method.

Analyzing Learning Style by Input Modality and Output Effector

The Illinois Test of Psycholinguistic Abilities, which is based on Osgood's model of language, popularized the idea of looking at the child's strengths and weaknesses in terms of the input sense modalities and the output effectors, This kind of information still seems to hold promise for helping the teacher select materials which either build on existing strengths or provide the type of sensory experience which the child needs to develop more skill.

The 28 performance samples of the FLP have been classified by input modality, output effector, and type of task.

The input classifications are:

A = auditory input
V = visual input
B = combination of both auditory and visual

The output classifications are:

S = say or speak the response
W = write the response
D = do the response, a nonlinguistic verbal response

The types of tasks are:

C = choose from among two or more alternatives
M = match to a stimulus of similar characteristics
P = produce an associative response

Using this classification scheme, the FLP performance tasks break down as follows:

	INPUT		
	Part A	Part B	Total
Auditory	4	5	9
Visual	5	11	16
Both	3	0	3

OUTPUT

	Part A	Part B	Total
Say	4	9	13
Write	0	5	5
Do	8	2	10

TASK TYPE

	Part A	Part B	Total
Choose	5	1	6
Match	2	2	4
Produce	5	13	18

This classification indicates that the most frequently occurring task on the FLP is a spoken association to a visual input. The second most common task is an associated or chosen action in response to an auditory input.

Each task on the FLP is classified by performance sample number below. A child's performance may be analyzed by input, output and task type by consulting this list for each performance sample that is especially weak or strong relative to the child's own profile or relative to normative data. If, for instance, the child had four very weak performance samples in his profile and three of the four involved visual input and a spoken response, the teacher might entertain the hypothesis that spoken responses to visual stimuli give the child particular difficulty. The profile should similarly be examined for input or output similarities among his strongest performance samples.

This leaves the teacher with the confusing issue of whether to teach to weaknesses or to strengths. The research on this problem to date gives few clear generalizations. Direct and continuous recording can provide the data to indicate which works best with a particular child.

This type of analysis makes a potential contribution to individualizing instruction for each child. It is offered in a separate section because of the special interest many educators in the field of learning disabilities have in this type of data. The authors of the FLP are not convinced that the research to date supports spending very much time and effort on this type of topographic analysis. However, it may turn out with further research that useful functional relationships will be discovered for individual children. It is offered in that hope.

PART A

	Input	Output	Task Type
I	Auditory	Do	Produce
II	Auditory	Do	Choose
III	Auditory	Say	Produce
IV	Auditory	Say	Choose
V	Visual	Do	Choose
VI	Visual	Say	Produce
VII	Both	Do	Choose
VIII	Both	Do	Match
IX	Visual	Say	Produce
X	Both	Do	Choose
XI	Visual	Do	Match
XII	Visual	Say	Produce

PART B

	Input	Output	Task Type
I	Auditory	Do	Choose
II	Visual	Say	Produce
III	Visual	Say	Produce
IV	Visual	Write	Match
V	Visual	Write	Match
VI	Auditory	Say	Produce
VII	Auditory	Write	Produce
VIII	Visual	Say	Produce
IX	Visual	Say	Produce
X	Visual	Say	Produce
XI	Auditory	Write	Produce
XII	Visual	Say	Produce
XIII	Auditory	Do	Produce
XIV	Visual	Say	Produce
XV	Visual	Write	Produce
XVI	Visual	Say	Produce

V. ASSUMPTIONS AND EDUCATIONAL PHILOSOPHY

Each learner is unique. Learning can be enhanced and made secure by fitting the conditions of instruction to each learner's uniqueness.

It is our guiding philosophy that meaningfully individualized instruction is of utmost importance when the child first enters any organized educational system. Up to that point the child's family and neighborhood have individualized informal education and general treatment by personalizing almost all approaches to the child. However, it has too often been the philosophy of the schools that education is the "great leveler" in a democratic society. From this, individual teachers have mistakenly concluded that in a democratic society the instruction should be the same for all children. Nothing could be further from the truth. In fact, if this philosophy is put into practice in the early years of schooling in a heterogeneous society such as ours, it will insure that a significant portion of the children will not profit much from the instruction. This is obviously the case as teachers try to use uniform methods to instruct the diverse group of children in most newly integrated schools.

There is great need for sensitive and comprehensive assessment of every child's entering capacities so that instruction may be individualized and school failure reduced to a minimum. If a child does not experience a moderate amount of success in his first two years of schooling, both the child and his parents will become discouraged and confused. Their discouragement stems from the failure experiences. The confusion arises because they have seen their child learn and develop skill when exposed to the "natural" instructional contingencies of the family and neighborhood. With early school failure a vicious sprial of events is set in motion which will spread through the child's life, family and community. The remediation required later will be much more extensive and expensive than the resources required to individualize instruction and maximize school success in the first two years.

Our general approach to the early measurement of individual differences in the language-cognitive development of young children is guided by a few underlying assumptions. By making these explicit, perhaps the user of the FLP will understand more fully why we have included or emphasized certain features in the development of these measurement procedures.

a. All children come from a long and honorable line of primate learners. Until all reasonable instructional efforts have been exhausted, the teacher should be held accountable for the child's educational progress. This shifts the emphasis presently placed on the analysis of learning to a more practical emphasis on the analysis of instruction.

b. The pupil's behavior is the ultimate authority in making any evaluation of instructional effectiveness. That is, the only practicable criterion for the evaluation of teaching is that it effects pupil behavior in valued ways.

c. Teaching is basically the manipulation of environmental events to bring about specified new behavior patterns or changes in existing behavior repertoires. These manipulations include setting up the general environment, selecting and using curriculur materials, giving spoken and written instruction, weakening competing behaviors, arranging reinforcing consequences, and altering the schedules of reinforcement and punishment.

d. The behavior patterns selected as instructional objectives should be arrived at through the democratic processes of the community and state.

e. Teaching will be most effective when it is based on the empirically derived laws of behavior and not left to authority, unexamined experience, prejudice, whim and the like.

f. To be truly useful, the products of educational assessment must be expressed in terms and units which are directly relevant to the instructional activities. This means that behaviors targeted for instruction must be measured directly. The measurement of abstract constructs such as intelligence, ability, interest, and personality is irrelevant because the results cannot be related to the instructional activities except through a chain of inferences.

g. Diagnostic labeling or categorizing leads to subtle prejudice against the one so labeled and tends to relieve the teacher of the responsibility for truly individualizing instruction. For the purposes of instruction it is not useful to view children as handicapped or as having a particular category of handicap. Each child is uniquely responsive and capable of developing human potentials beyond all imagination. It is the teacher's responsibility to detect each child's unique pattern of achievements, behavior styles, and needs, and then to design an instructional environment which will make possible the expression of the child's fullest potential as a human being.

In his latest book B. F. Skinner closed with, "We have not yet seen what man can make of man." It is equally true that we have not yet seen what teachers can make of children.

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APPENDIX A

A B C D E F G H I J

K L M N O P Q R S

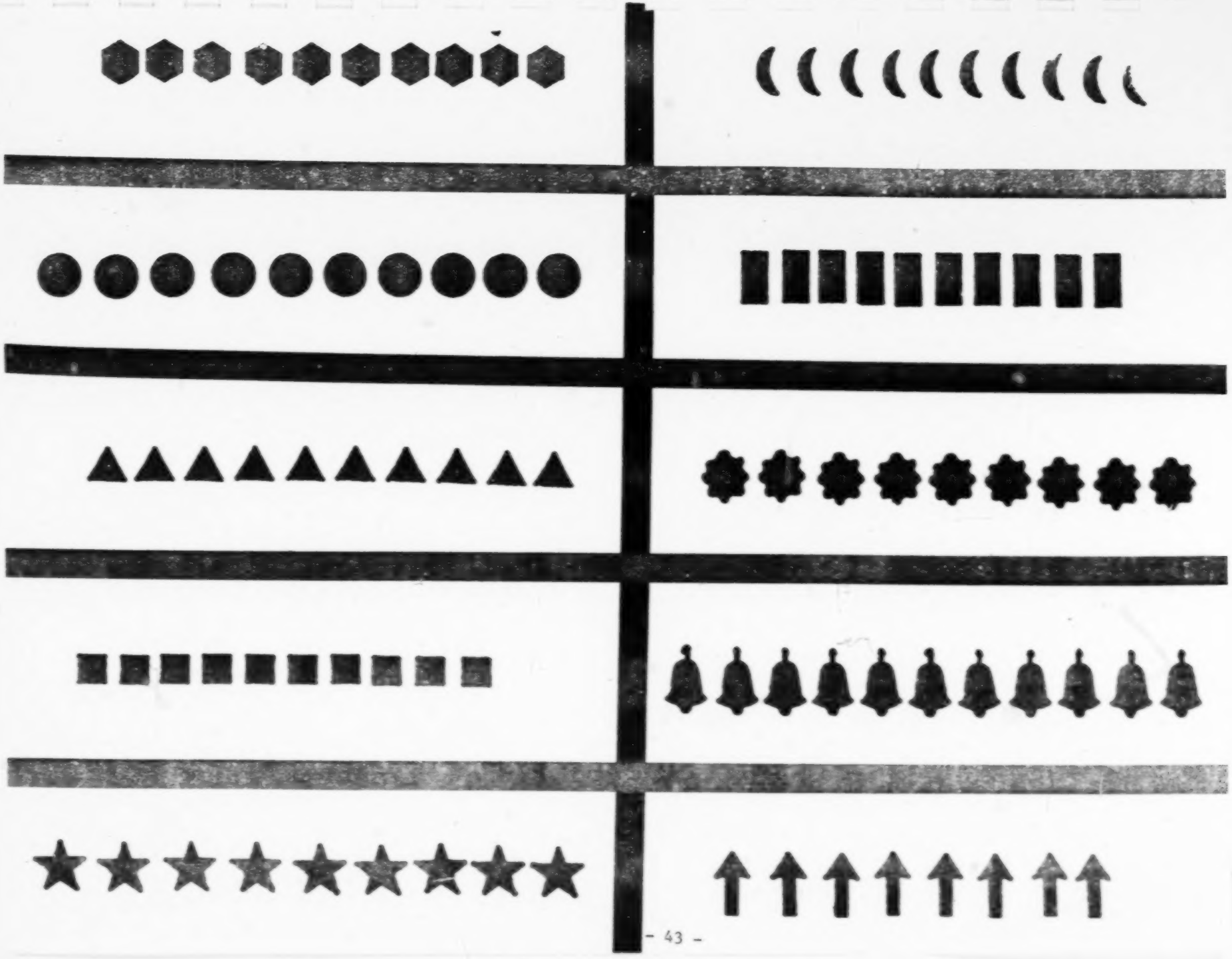
T U V W X Y Z

a b c d e f g h i j

k l m n o p q r s t

u v w x y z

1 + 1=	0 + 1=	5 + 2=
6 + 1=	7 + 1=	6 + 2=
2 + 2=	0 + 2=	9 + 1=
4 + 1=	1 + 2=	8 + 2=
3 + 1=	0 + 2=	2 + 3=
8 + 1=	7 + 2=	0 + 3=



FLORIDA LANGUAGE PROFILE

PERFORMANCE RECORD

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Part A: Basic Language Concepts

Name Will King School Pine Aire

Birthdate 9/7/66 Grade First

Race Black Teacher Miss. Francis

Sex Male Sampler Mrs. Nancy Carrow

Dates of Behavior Samples: 11/6/72 (m d y) 11/7/72 (m d y) 5/8/73 (m d y) 5/9/73 (m d y)

I-A Body Parts Concepts

Materials None Rec. Pln. Movement based, 21 items

Say SHOW ME YOUR ____. (5 sec. per item)

1. wrist			X	X	8. mouth				15. stomach					
2. foot					9. hand				16. shoulder	X				
3. head					10. arm				17. ankle					
4. leg		X			11. back				18. chin					
5. eye					12. knee				19. finger					
6. ear					13. chest				20. elbow					
7. nose					14. toe				21. waist					

Record

1) 20/1 :52 RC 23.0 RE 1.15 2) 20/1 :42 RC 28.6 RE 1.43 3) 20/1 :34 RC 35.1 RE 1.75 4) 20/1 :32 RC 37.7 RE 1.89

II-A Right-Left Concepts

Materials None Rec. Pln. Movement based, 10 items

Say HOLD UP YOUR _____. (5 sec.)

1. Right hand		X			6. right foot		X		
2. Right leg		X			7. my left hand	X	X		X
3. Left foot		X			8. head to left	X	X	X	X
4. left hand		X			9. my right hand	X	X		X
5. head to right	X	X	X	X	10. left leg	X	X		

Record

1) 5/5 :38 RC 7.94 RE 7.94 2) 0/10 :31 RC .00 RE 19.2 3) 8/2 :29 RC 16.7 RE 4.17 4) 6/4 :27 RC 13.0 RE 8.70

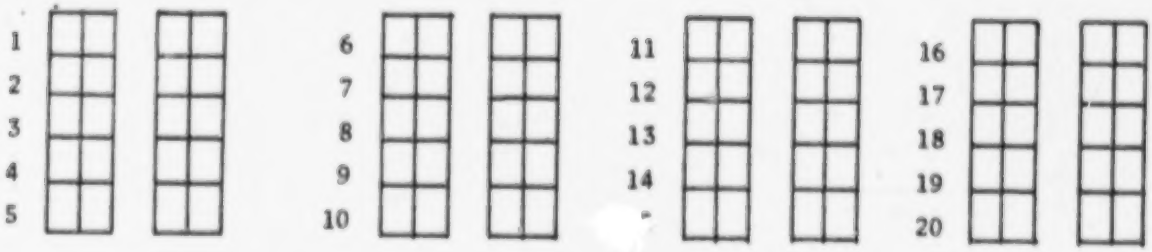
Performance Record for Will King

III-A Rote Counting

Materials None

Rec. Pln. First come, 20 items or 30 sec.

Say COUNT FROM 1 TO 20. (5 sec.)



Record

1) 20 / 0 :18 RC 66.7 RE .00 2) 20/ 0 :15 RC 18.0 RE .00 3) 20/ 0 :06 RC 200. RE .00 4) 20 / 0 :06 RC 200. RE .00

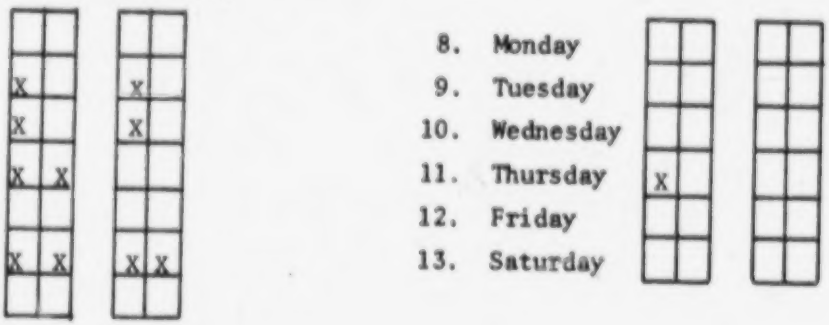
IV-A Time Concepts

Materials None

Rec. Pln. Movement based, 13 items

Say DO YOU GO TO SCHOOL IN THE DAYTIME OR NIGHT? (10 sec. for 6 items; 30 sec. for days of the week)

1. school
2. day, year
3. hour, min.
4. month, week
5. age
6. birthday
7. Sunday
8. Monday
9. Tuesday
10. Wednesday
11. Thursday
12. Friday
13. Saturday



Record

1) 8 / 5 :36 RC 13.3 RE 8.33 2) 11/2 :35 RC 19.0 RE 3.45 3) 10 /3 :36 RC 16.7 RE 5.00 4) 12 /1 :42 RC 17.1 RE 1.43

Performance Record for Will King

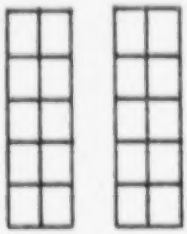
V-A Size-Quantity Concepts

Materials A pages 1 - 10

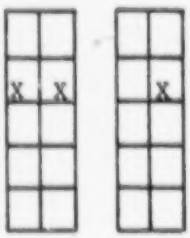
Rec. Pln. Movement based, 10 items

Say Which one is the _____? (5 sec.)

1. big apple
2. thin cowboy
3. wide window
4. small ball
5. most circles



6. tall tree
7. few balls
8. fat cowboy
9. short flower
10. empty glass



Record

1) 9 / 1 :48 RC 11.2 RE 1.25
2) 9 / 1 :31 RC 17.3 RE 1.92
3) 10/0 :21 RC 28.6 RE .00
4) 9 / 1 :22 RC 24.3 RE 2.70

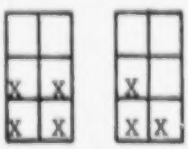
VI-A Shape Concepts

Materials A pages 11 - 16

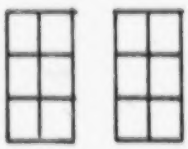
Rec. Pln. Movement based, 6 items

Say WHAT IS THIS SHAPE CALLED? (5 sec.)

11. square
12. triangle
13. diamond



14. circle
15. rectangle
16. star



Record

1) 4 / 2 :16 RC 14.8 RE 7.40
2) 4 / 2 :16 RC 14.8 RE 7.40
3) 4 / 2 :27 RC 8.70 RE 4.35
4) 5 / 1 :20 RC 15.1 RE 3.03

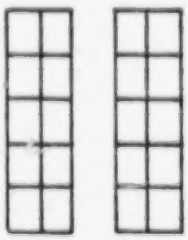
VII-A Position and Direction Concepts

Materials A pages 17 - 26

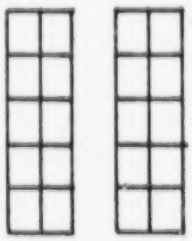
Rec. Pln. Movement based, 10 items

Say POINT TO THE FIGURE THAT IS ABOVE THE BOX. (5 sec.)

17. above
18. middle
19. under
20. near
21. front



22. in
23. behind
24. between
25. one end
26. on



Record

1) 10 /0 :33 RC 17.9 RE .00
2) 10 / 0 :32 RC 18.9 RE .00
3) 10/ 0 :20 RC 30.3 RE .00
4) 10/ 0 :21 RC 28.6 RE .00

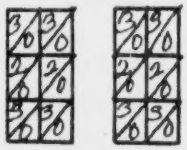
 Performance Record for Will King

VIII-A Same-Different Concepts

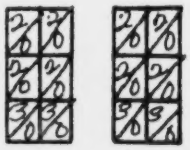
Materials A pages 27 - 32 Rec. Pln. Movement based, 15 items

Say POINT TO EACH ONE THAT IS THE SAME AS THIS ONE (pages 27, 29, 32) or DIFFERENT FROM THIS ONE (pages 28, 30, 31). ARE THERE ANY OTHERS WHICH ARE THE SAME? (20 sec.)

27. square (same)
28. triangle (dif)
29. diamond (same)



30. circles (dif.)
31. rectangle (dif.)
32. stars (same)



Record

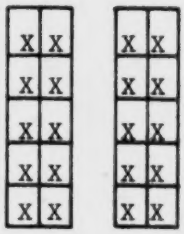
1) 15 /0 RC 26.9 / :33 RE .00
2) 15 / 0 RC 31.9 / :28 RE .00
3) 15 / 0 RC 46.8 / :19 RE .00
4) 15 / 0 RC 45.4 / :20 RE .00

IX-A Clock Time Concepts

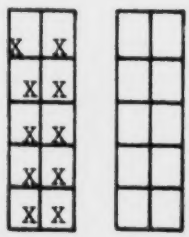
Materials A pages 33 - 42 Rec. Pln. Movement based, 10 items

Say WHAT TIME DOES THIS CLOCK SAY? (15 sec.)

33. 3:00
34. 6:00
35. 10:30
36. 1:30
37. 5:30



38. 7:00
39. 8:30
40. 7:30
41. 2:00
42. 4:00



Record

1) ___ / ___ RC NS / RE NS
2) ___ / ___ RC NS / RE NS
3) ___ / ___ RC NS / RE NS
4) ___ / ___ RC NS / RE NS

Performance Record for Will King

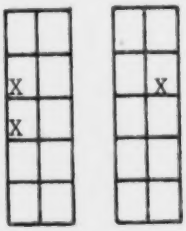
X-A Negative Concepts

Materials A pages 43 - 52

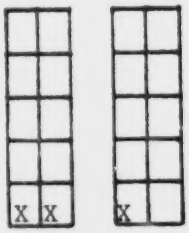
Rec. Pln. Movement based, 10 items

Say WHICH SHAPE IS NOT A _____? (5 sec.)

43. not square
44. not number
45. not white
46. not tall
47. not letter



48. not circle
49. not on table
50. not in box
51. not black
52. not triangle



Record

1)	7 / 3	RC	9.72	2)	9 / 1	RC	14.5	3)	9 / 1	RC	21.4	4)	9 / 1	RC	19.6
	:43	RE	4.17		:37	RE	1.61		:25	RE	2.38		:27	RE	2.17

XI-A Letter-Number Discrimination

Materials A pages 53 - 58

Rec. Pln. Movement based, 30 items

Say SEE THIS ONE. FIND ALL THE ONES JUST LIKE IT OVER HERE. (20 sec.)

53. b's
54. g's

55. m's
56. 3's

57. 7's
58. 9's

Record

1)	30 / 1	RC	47.6	2)	30 / 1	RC	51.7	3)	30/1	RC	69.8	4)	30/1	RC	75.0
	:38	RE	1.59		:35	RE	1.72		:26	RE	2.33		:24	RE	2.50

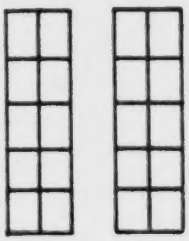
XII-A Color Names Concept

Materials A pages 59 - 68

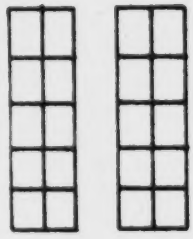
Rec. Pln. Movement based, 10 items

Say WHAT COLOR IS THIS? TELL ME WHAT COLOR THIS IS. (5 sec.)

59. red
60. blue
61. black
62. white
63. green



64. yellow
65. brown
66. orange
67. purple
68. pink



Record

1)	10/ 0	RC	12.9	2)	10 / 0	RC	45.4	3)	10/ 0	RC	45.4	4)	10 /0	RC	55.5
	:46	RE	.00		:13	RE	.00		:13	RE	.00		:11	RE	.00

PERFORMANCE RECORD

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Part B: Basic Academic Skills

Name Will King School Pine Aire

Birthdate 9/7/66 Grade First

Race Black Teacher Miss. Francis

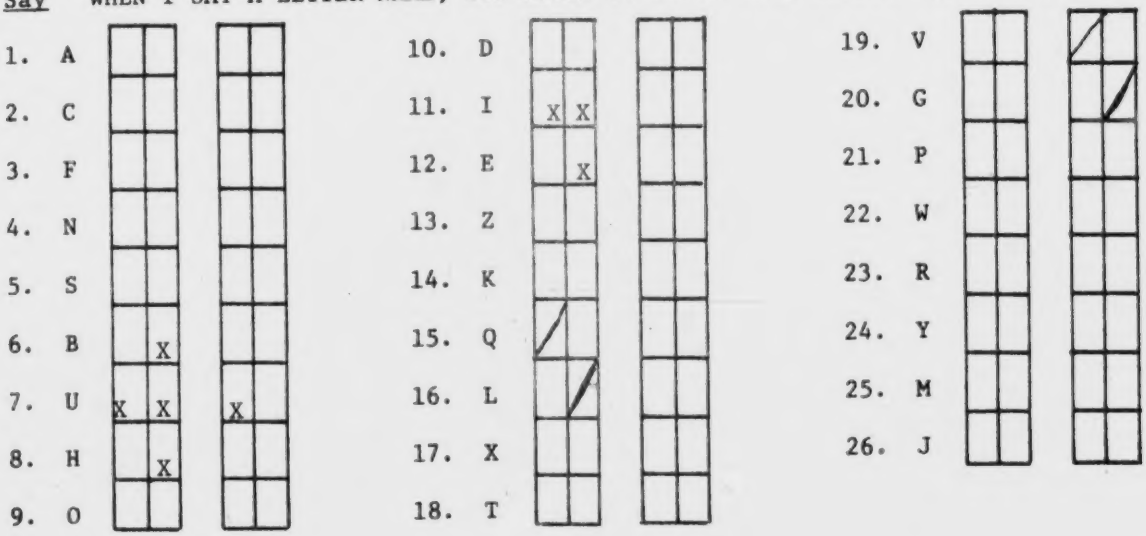
Sex Male Sampler Mrs. Nancy Carrow

Dates of Behavior Samples: 11/6/72 (m d y) 11/7/72 (m d y) 5/8/73 (m d y) 5/9/73 (m d y)

I-B Finding Letters

Materials Part B, Pages 1-2 Rec. Pln. First Come, 26 Items or 1 Min.

Say WHEN I SAY A LETTER NAME, YOU POINT TO IT ON THIS SHEET. (5 sec. per item)



Record

1) 12/2 RC 12.0 RE 2.00 (1:00)
2) 10/5 RC 10.0 RE 5.00 (1:00)
3) 17/1 RC 17.0 RE 1.00 (1:00)
4) 19/0 RC 19.0 RE .00 (1:00)

Performance Record for Will King

II-B Naming Upper Case Letters

Materials Part B, Pages 3-4

Rec. Pln. First Come, 26 Items or 1 Min.

Say START HERE (point to the first letter) AND SAY THE NAME OF EACH LETTER. (5 sec.)

1. C		10. M	X	19. K				
2. E		11. W		20. N	X			
3. G		12. Y		21. P				
4. I		13. A		22. R				
5. L		14. D		23. T				
6. O		15. B		24. V				
7. Q	X	16. F		25. X				
8. S		17. H	X	26. Z				
9. U		18. J						

Record

1) 24 / 2 :40 RC 35.8 RE 2.99
2) 24 / 2 :36 RC 40.0 RE 3.33
3) 26 /0 :26 RC 60.5 RE .00
4) 26 /0 :29 RC 54.2 RE .00

III-B Naming Lower Case Letters

Materials Part B, Pages 5-6

Rec. Pln. First Come, 26 Items or 1 Min.

Say START HERE (point to the first letter) AND SAY THE NAME OF EACH LETTER. (5 sec.)

1. c		10. u		19. d	X			
2. e		11. w		20. n	X			
3. g		12. y		21. p		X		
4. i		13. a		22. r				
5. k		14. b		23. t	X	X		
6. m	X	15. l		24. v				
7. o		16. f		25. x	X			
8. q	X	17. h		26. z				
9. s		18. j						

Record

1) 22/4 :41 RC 32.4 RE 5.88
2) 22/4 :42 RC 31.4 RE 5.71
3) 25 / 1 :30 RC 50.0 RE 2.00
4) 24 / 2 :32 RC 45.3 RE 3.77

Performance Record for Will King

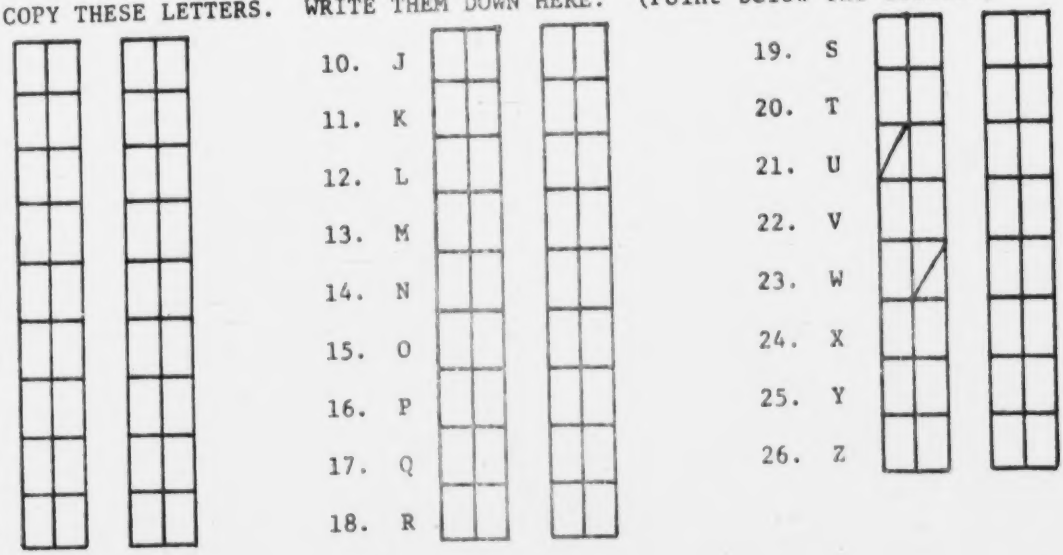
IV-B Copying Upper Case Letters

Materials Worksheet #1

Rec. Pln. First Come, 26 Items or 2 Min.

Say COPY THESE LETTERS. WRITE THEM DOWN HERE. (Point below the letter.)

1. A
2. B
3. C
4. D
5. E
6. F
7. G
8. H
9. I
10. J
11. K
12. L
13. M
14. N
15. O
16. P
17. Q
18. R
19. S
20. T
21. U
22. V
23. W
24. X
25. Y
26. Z



Record

1) 20/0 (2:00) RC 10.0 RE .00
2) 22/0 (2:00) RC 11.0 RE .00
3) 26/0 (1:19) RC 19.7 RE .00
4) 26/0 (1:08) RC 23.0 RE .00

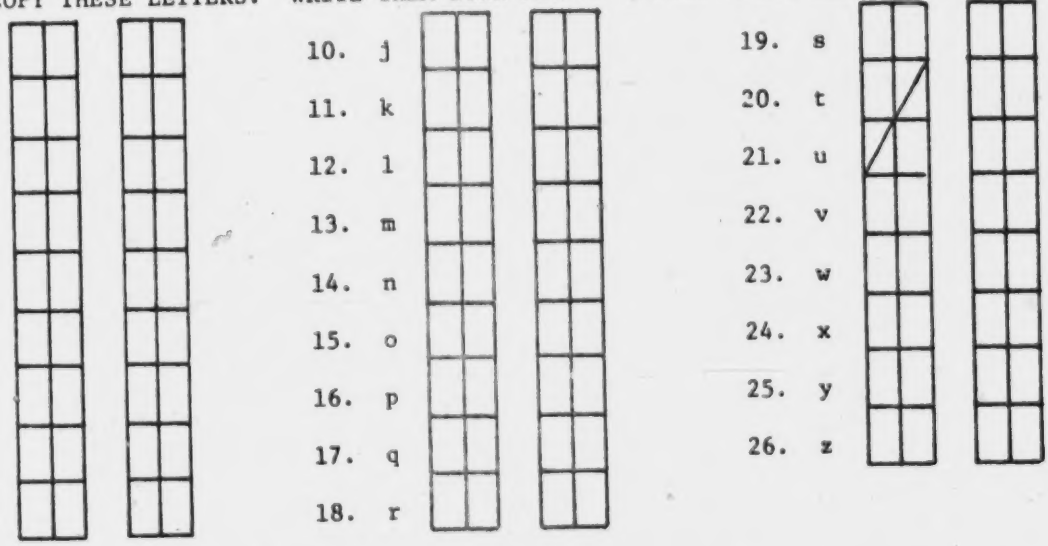
V-B Copying Lower Case Letters

Materials Worksheet #2

Rec. Pln. First Come, 26 Items or 2 Min.

Say COPY THESE LETTERS. WRITE THEM DOWN HERE. (Point below the letter)

1. a
2. b
3. c
4. d
5. e
6. f
7. g
8. h
9. i
10. j
11. k
12. l
13. m
14. n
15. o
16. p
17. q
18. r
19. s
20. t
21. u
22. v
23. w
24. x
25. y
26. z



Record

1) 20/0 (2:00) RC 10.0 RE .00
2) 19/0 (2:00) RC 9.50 RE .00
3) 26/0 (1:18) RC 20.0 RE .00
4) 26/0 (1:04) RC 24.3 RE .00

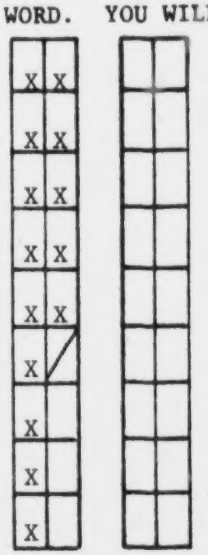
Performance Record for Will King

VI-B Finding Letter Sounds

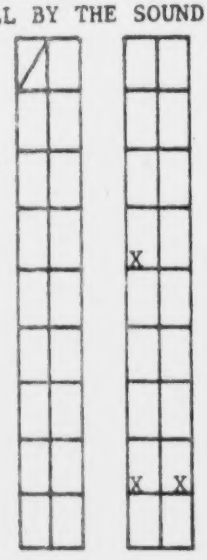
Materials Word List Below

Rec. Pln. First Come, 26 Items or 1 Min.

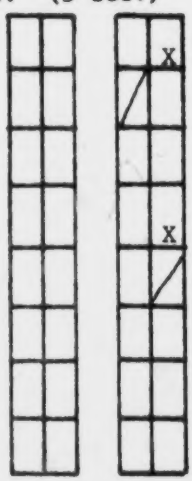
Say I AM GOING TO SAY SOME WORDS. WHEN I SAY A WORD, TELL ME WHICH LETTER STARTS MY WORD. YOU WILL BE ABLE TO TELL BY THE SOUND THE LETTER MAKES. (5 sec.)



1. Man
2. Ball
3. Sat
4. Fun
5. Zoo
6. Tan
7. No
8. Ape
9. Cat



10. Eat
11. Old
12. Pat
13. Voice
14. Ice
15. Dog
16. Use
17. Hat
18. Run



19. Low
20. Kiss
21. Jam
22. Was
23. Go
24. X-ray
25. Queen
26. Yes

Record

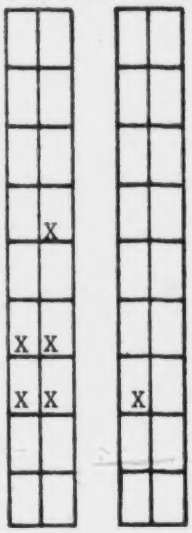
1) __/__ RC NS RE NS
2) __/__ RC NS RE NS
3) 17 / 2 1:00 RC 17.0 RE 2.00
4) 19 / 3 1:00 RC 19.0 RE 3.00

VII-B Writing Letters

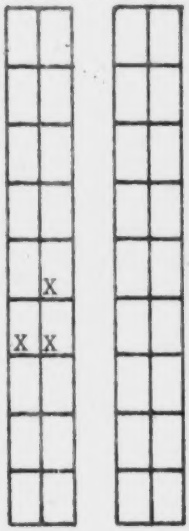
Materials Sheet of primary grade writing paper. Use list below for sequence of letters.

Rec. Pln. First Come, 26 Items or 2 Min.

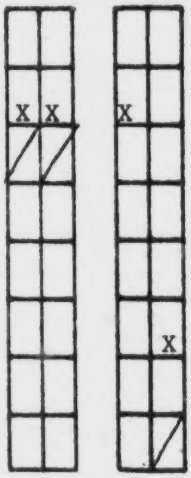
Say WHEN I SAY A LETTER NAME, YOU WRITE THE LETTER ON THIS PAPER. START HERE.



1. A
2. C
3. F
4. N
5. S
6. B
7. U
8. H
9. O



10. D
11. I
12. E
13. Z
14. K
15. Q
16. L
17. X
18. T



19. V
20. G
21. P
22. W
23. R
24. Y
25. M
26. J

Record

1) 16 / 4 2:00 RC 8.00 RE 2.00
2) 14/6 2:00 RC 7.00 RE 3.00
3) 24/2 1:56 RC 12.4 RE 1.04
4) 25 / 1 2:00 RC 12.5 RE .50

Performance Record for Will King

VIII-B Reading Basic Words

Materials 30 Flash Cards

Rec. Pln. First Come, 30 Items or 1 Min.

Say SAY THESE WORDS AS I SHOW THEM TO YOU. (5 sec.)

1. See			11. Come			21. An		X X	
2. Go	X X		12. Play	X X		22. By		X X	
3. Look			13. Like	X X		23. Him		X X	
4. Can			14. Said	X X		24. May		X X	
5. Me			15. Going	X X	X X	25. Old		/	
6. Blue	X X		16. Help			26. Were	X	X	
7. Is	X X		17. Away	X X	X	27. How		/	
8. Work			18. The	/ X		28. Take			
9. Be	X X	X X	19. I			29. Her			
10. Here			20. Some	/	X X	30. Put			

Record

1) 8/9 (1:00) RC 8.00 RE 9.00
2) 9/10 (1:00) RC 9.00 RE 10.0
3) 17/9 (1:00) RC 17.0 RE 9.00
4) 17/7 (1:00) RC 17.0 RE 7.00

IX-B Reading Texts

Materials Part B, Pages 7-8

Rec. Pln. First Come, 1 Min.

Say READ THESE SENTENCES AS WELL AS YOU CAN. (5 sec. per word)

Record

1) / RC NS RE NS
2) / RC NS RE NS
3) 19/4 (1:00) RC 19.0 RE 4.00
4) 24/6 (1:00) RC 24.0 RE 6.00

Paragraph Level _____

List Words Incorrect:

Boy	Into
Had	Woods
After	After
Wanted	Boy
	Wanted
	Cannot

Performance Record for Will King

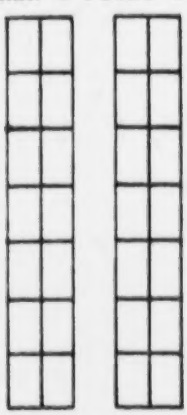
X-B Naming Numbers

Materials Part B, Pages 9-10

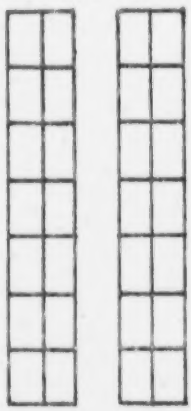
Rec. Pln. First Come, 20 Items or 1 Min.

Say WHEN I POINT TO A NUMBER YOU SAY ITS NAME. WHAT NUMBER IS THIS? (5 sec.)

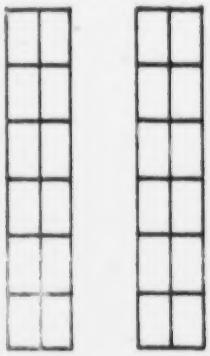
1. 3
2. 1
3. 2
4. 8
5. 4
6. 6
7. 5



8. 7
9. 0
10. 9
11. 4
12. 8
13. 2
14. 0



15. 3
16. 5
17. 7
18. 6
19. 1
20. 9



Record

1) 20/0 :51 RC 23.5 RE .0
2) 20 / 0 :20 RC 60.6 RE .00
3) 20 / 0 :20 RC 60.6 RE .00
4) 20 / 0 :21 RC 57.1 RE .00

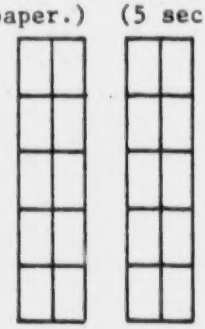
XI-B Writing Numbers

Materials Sheet of primary writing paper. Use list below for sequence of Numbers.

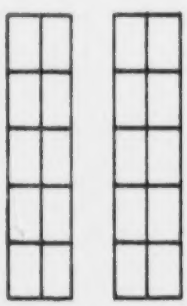
Rec. Pln. 10 Items or 2 Min.

Say I AM GOING TO SAY SOME NUMBERS. I WANT YOU TO WRITE THEM HERE. (Point to paper.) (5 sec.)

1. 5
2. 2
3. 8
4. 6
5. 10



6. 4
7. 1
8. 3
9. 7
10. 9



Record

1) 10/0 :30 RC 20.0 RE .00
2) 10 / 0 :31 RC 19.2 RE .00
3) 10 / 0 :32 RC 18.9 RE .00
4) 10 / 0 :21 RC 28.6 RE .00

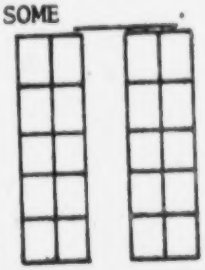
Performance Record for Will King

XII-B Counting Objects

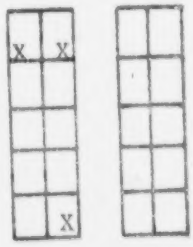
Materials Part B, pages 11 - 20 Rec. Pln. First come, 10 items or 1 min

Say HERE ARE SOME _____. COUNT THEM. (10 sec.)

1. 2 boats
2. 4 houses
3. 1 barn
4. 6 fish
5. 3 pumpkins



6. 10 frogs
7. 7 girls
8. 5 factories
9. 8 boys
10. 9 men



Record

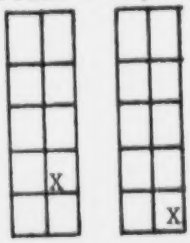
1) 9/1 :59 RC 9.18 RE 1.02 2) 8/2 :56 RC 8.60 RE 2.15 3) 10/0 :39 RC 15.4 RE .00 4) 10/0 :45 RC 13.3 RE .00

XIII-B Identifying Number Sets

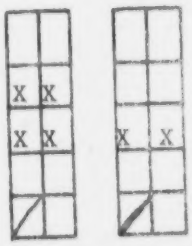
Materials Worksheets #3 Rec. Pln. First come, 10 items or 1 min.

Say I AM GOING TO SAY A NUMBER. DRAW A LINE THROUGH THE NUMBER OF SYMBOLS THAT I SAY. FOR EXAMPLE, IF I SAY THREE, YOU DRAW A LINE THROUGH THREE OF THESE. (Point to symbols.) (5 sec.)

1. 2
2. 4
3. 1
4. 5
5. 7



6. 3
7. 6
8. 8
9. 9
10. 10



Record

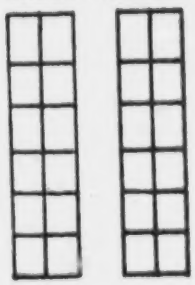
1) 7/2 1:00 RC 7.00 RE 2.00 2) 7/3 1:00 RC 7.00 RE 3.00 3) 8/1 1:00 RC 8.00 RE 1.00 4) 8/2 :51 RC 9.41 RE 2.35

XIV-B Saying Addition Facts

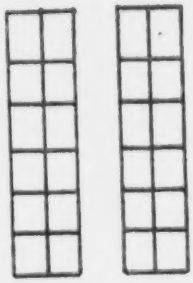
Materials Part B, pages 21 22 Rec. Pln. First come, 18 items or 1 min.

Say ADD THESE NUMBERS AND SAY THE ANSWER OUT LOUD. (5 sec. per item)

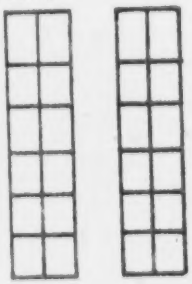
1. 1 + 1
2. 7 + 1
3. 5 + 2
4. 3 + 1
5. 0 + 1
6. 6 + 2



7. 4 + 1
8. 2 + 2
9. 9 + 1
10. 6 + 1
11. 0 + 2
12. 8 + 2



13. 5 + 1
14. 1 + 2
15. 2 + 3
16. 8 + 1
17. 7 + 2
18. 0 + 3



Record

1) / RC NS RE NS 2) / RC NS RE NS 3) 18/0 1:00 RC 18.0 RE .00 4) 17/0 1:00 RC 17.0 RE .00

FLP Part B, page 8

Performance Record for Will King

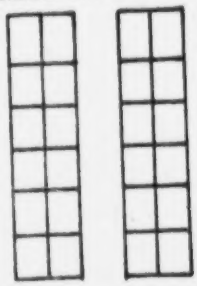
XV-B Writing Addition Facts

Materials Worksheet

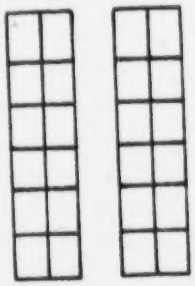
Rec. Pln. First come, 18 items or 2 min.

Say ADD THESE NUMBERS AND WRITE THE ANSWER HERE. (Point by problem.) (5 sec.)

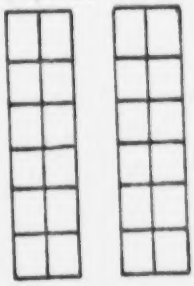
1. 1 + 1
2. 6 + 1
3. 2 + 2
4. 4 + 1
5. 3 + 1
6. 8 + 1



7. 0 + 1
8. 7 + 1
9. 0 + 2
10. 1 + 2
11. 0 + 2
12. 7 + 2



13. 5 + 2
14. 6 + 2
15. 9 + 1
16. 8 + 2
17. 2 + 3
18. 0 + 3



Record

1) ___/___ RC NS / RE NS 2) ___/___ RC NS / RE NS 3) ___/___ RC NS / RE 4) ___/___ RC NS / RE

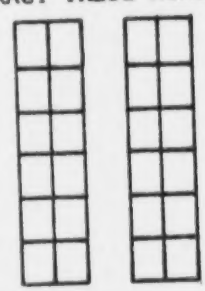
XVI-B Saying Subtraction Facts

Materials Part B, pages 23 - 24

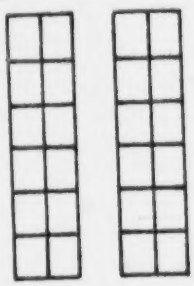
Rec. Pln. First come, 18 items or 1 min.

Say SUBTRACT THESE NUMBERS AND SAY THE ANSWER OUT LOUD. (5 sec.)

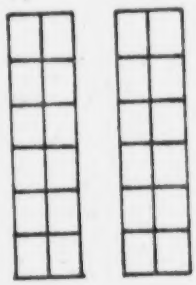
1. 1 - 1
2. 7 - 1
3. 5 - 2
4. 3 - 1
5. 1 - 0
6. 6 - 2



7. 4 - 1
8. 2 - 2
9. 9 - 1
10. 6 - 1
11. 2 - 0
12. 8 - 2



13. 5 - 1
14. 2 - 1
15. 3 - 2
16. 8 - 1
17. 7 - 2
18. 3 - 0



Record

1) ___/___ RC NS / RE NS 2) ___/___ RC NS / RE NS 3) ___/___ RC NS / RE 4) ___/___ RC NS / RE

FLORIDA LANGUAGE PROFILE

PERFORMANCE RECORD

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Part A: Basic Language Concepts

Name Jill Putman School Sylvian Lane

Birthdate 11/24/67 Grade First

Race White Teacher Mrs. Parks

Sex Female Sampler Harry Hart

Dates of Behavior Samples: 9/6/72 (m d y) 9/7/72 12/5/72 12/6/72

I-A Body Parts Concepts

Materials None Rec. Pln. Movement based, 21 items

Say SHOW ME YOUR ____. (5 sec. per item)

1. wrist	X	X	X		8. mouth					15. stomach				
2. foot					9. hand					16. shoulder				
3. head					10. arm					17. ankle	X			X
4. leg					11. back					18. chin				
5. eye					12. knee					19. finger				
6. ear					13. chest	X	X	X		20. elbow				
7. nose					14. toe					21. waist				

Record

1) 18/3 (1:50) RC 16.7 RE 2.78 2) 19/2 (1:00) RC 19.0 RE 2.00 3) 19/2 (:38) RC 30.2 RE 3.17 4) 20/1 (:38) RC 31.7 RE 1.59

II-A Right-Left Concepts

Materials None Rec. Pln. Movement based, 10 items

Say HOLD UP YOUR ____. (5 sec.)

1. Right hand	X	X			6. right foot	X		
2. Right leg	X				7. my left hand		X	
3. Left foot					8. head to left			
4. left hand	X	X			9. my right hand	X	X	X X
5. head to right					10. left leg			

Record

1) 5/5 (:49) RC 6.10 RE 6.10 2) 6/4 (:36) RC 10.0 RE 6.67 3) 8/2 (:43) RC 11.1 RE 2.78 4) 8/2 (:40) RC 11.9 RE 2.99

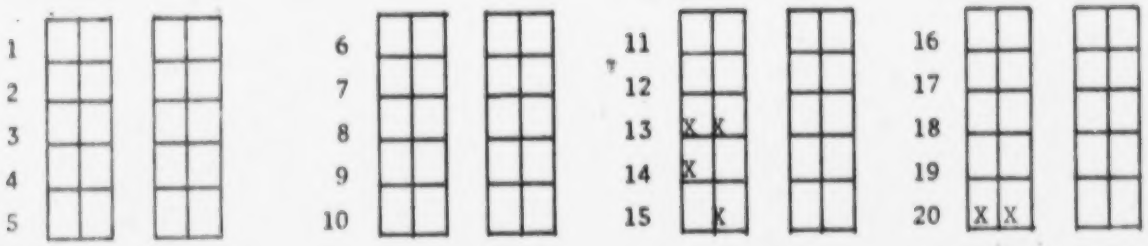
Performance Record for Jill Putman

III-A Rote Counting

Materials None

Rec. Pln. First come, 20 items or 30 sec.

Say COUNT FROM 1 TO 20. (5 sec.)



Record

1) 17 / 3 RC 34.0 2) 17/3 RC 48.6 3) 20 /0 RC 86.9 4) 20 / 0 RC 80.0
:30 RE 6.0 :21 RE 8.57 :14 RE .00 :15 RE .00

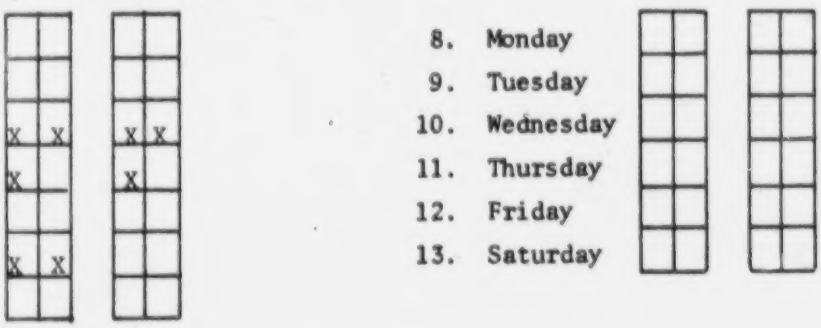
IV-A Time Concepts

Materials None

Rec. Pln. Movement based, 13 items

Say DO YOU GO TO SCHOOL IN THE DAYTIME OR NIGHT? (10 sec. for 6 items; 30 sec. for days of the week)

1. school
2. day, year
3. hour, min.
4. month, week
5. age
6. birthday
7. Sunday
8. Monday
9. Tuesday
10. Wednesday
11. Thursday
12. Friday
13. Saturday



Record

1) 10/ 3 RC 14.9 2) 11/ 2 RC 14.1 3) 11 /2 RC 11.0 4) 12 / 1 RC 19.3
:40 RE 4.48 :47 RE 2.56 1:00 RE 2.00 :37 RE 1.61

Performance Record for Jill Putman

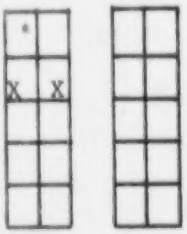
V-A Size-Quantity Concepts

Materials A pages 1 - 10

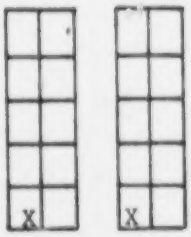
Rec. Pln. Movement based, 10 items

Say Which one is the _____? (5 sec.)

1. big apple
2. thin cowboy
3. wide window
4. small ball
5. most circles



6. tall tree
7. few balls
8. fat cowboy
9. short flower
10. empty glass



Record

1) 8 / 2 :35 RC 13.3 RE 3.45
2) 9 / 1 :34 RC 15.8 RE 1.75
3) 9 / 1 :28 RC 19.1 RE 2.13
4) 10 / 0 :23 RC 26.3 RE .00

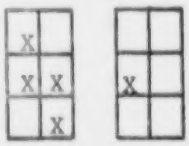
VI-A Shape Concepts

Materials A pages 11 - 16

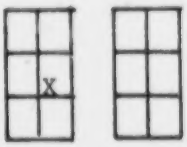
Rec. Pln. Movement based, 6 items

Say WHAT IS THIS SHAPE CALLED? (5 sec.)

11. square
12. triangle
13. diamond



14. circle
15. rectangle
16. star



Record

1) 4 / 2 :48 RC 5.00 RE 2.50
2) 3 / 3 :23 RC 7.89 RE 7.89
3) 5 / 1 :8 RC 38.5 RE 7.70
4) 6 / 0 :15 RC 24.0 RE .00

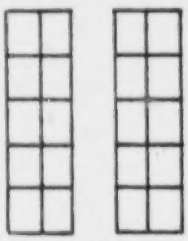
VII-A Position and Direction Concepts

Materials A pages 17 - 26

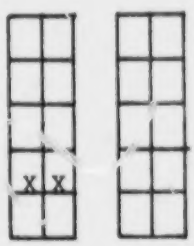
Rec. Pln. Movement based, 10 items

Say POINT TO THE FIGURE THAT IS ABOVE THE BOX. (5 sec.)

17. above
18. middle
19. under
20. near
21. front



22. in
23. behind
24. between
25. one end
26. on



Record

1) 9 / 1 :28 RC 19.1 RE 2.13
2) 9 / 1 :40 RC 13.4 RE 1.49
3) 10 / 0 :23 RC 26.3 RE .00
4) 10 / 0 :23 RC 26.3 RE .00

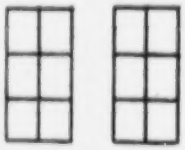
 Performance Record for Jill Putman

VIII-A Same-Different Concepts

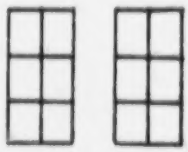
Materials A pages 27 - 32 **Rec. Pln.** Movement based, 15 items

Say POINT TO EACH ONE THAT IS THE SAME AS THIS ONE (pages 27, 29, 32) or DIFFERENT FROM THIS ONE (pages 28, 30, 31). ARE THERE ANY OTHERS WHICH ARE THE SAME? (20 sec.)

27. square (same)
28. triangle (dif)
29. diamond (same)



30. circles (dif.)
31. rectangle (dif.)
32. stars (same)



Record

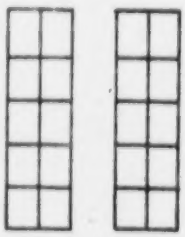
1) 15 / 0 :36 RC 25.1 RE .00 2) 15 / 0 :22 RC 40.5 RE .00 3) 15 / 0 :18 RC 50.0 RE .00 4) 15 / 0 :27 RC 32.6 RE .00

IX-A Clock Time Concepts

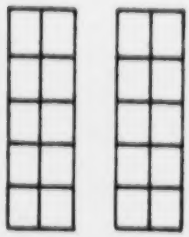
Materials A pages 33 - 42 **Rec. Pln.** Movement based, 10 items

Say WHAT TIME DOES THIS CLOCK SAY? (15 sec.)

33. 3:00
34. 6:00
35. 10:30
36. 1:30
37. 5:30



38. 7:00
39. 8:30
40. 7:30
41. 2:00
42. 4:00



Record

1) ___ / ___ RC NS RE NS 2) ___ / ___ RC NS RE NS 3) ___ / ___ RC NS RE NS 4) ___ / ___ RC NS RE NS

Performance Record for Jill Putman

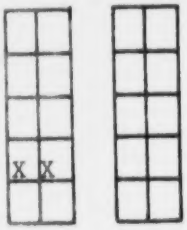
X-A Negative Concepts

Materials A pages 43 - 52

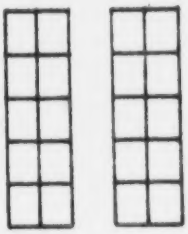
Rec. Pln. Movement based, 10 items

Say WHICH SHAPE IS NOT A _____? (5 sec.)

43. not square
44. not number
45. not white
46. not tall
47. not letter



48. not circle
49. not on table
50. not in box
51. not black
52. not triangle



Record

1) 9/1 :36 RC 15.0 RE 1.67
2) 9/1 :22 RC 24.3 RE 2.70
3) 10/0 :28 RC 21.3 RE .00
4) 10/0 :29 RC 20.8 RE .00

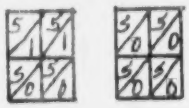
XI-A Letter-Number Discrimination

Materials A pages 53 - 58

Rec. Pln. Movement based, 30 items

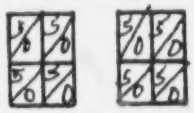
Say SEE THIS ONE. FIND ALL THE ONES JUST LIKE IT OVER HERE. (20 sec.)

53. b's
54. g's



55. m's
56. 3's

57. 7's
58. 9's



Record

1) 30/1 :53 RC 34.1 RE 1.14
2) 30/0 :40 RC 44.8 RE 1.49
3) 30/0 :44 RC 41.1 RE .00
4) 30/0 :49 RC 36.6 RE .00

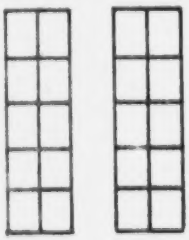
XII-A Color Names Concept

Materials A pages 59 - 68

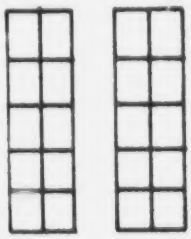
Rec. Pln. Movement based, 10 items

Say WHAT COLOR IS THIS? TELL ME WHAT COLOR THIS IS. (5 sec.)

59. red
60. blue
61. black
62. white
63. green



64. yellow
65. brown
66. orange
67. purple
68. pink



Record

1) 10/0 :51 RC 11.8 RE .00
2) 10/0 :20 RC 30.3 RE .00
3) 10/0 :27 RC 21.7 RE .00
4) 10/0 :15 RC 40.0 RE .00

PERFORMANCE RECORD

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Part B: Basic Academic Skills

Name Jill Putman School Sylvian Lane

Birthdate 11/24/67 Grade First

Race White Teacher Mrs. Parks

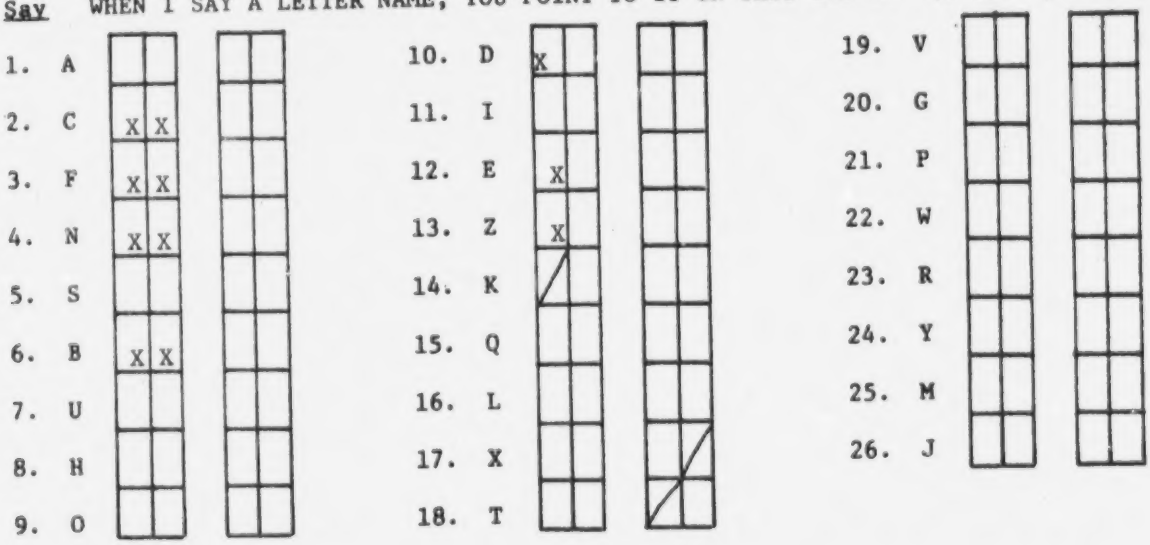
Sex Female Sampler Harry Hart

Dates of Behavior Samples: 9/6/72 (m d y) 9/7/72 (m d y) 12/5/72 (m d y) 12/6/72 (m d y)

I-B Finding Letters

Materials Part B, Pages 1-2 Rec. Pln. First Come, 26 Items or 1 Min.

Say WHEN I SAY A LETTER NAME, YOU POINT TO IT ON THIS SHEET. (5 sec. per item)



Record

1) 6/7 (1:00) RC 6.00 RE 7.00 2) 8/4 (1:00) RC 8.00 RE 4.00 3) 17/0 (1:00) RC 17.0 RE .00 4) 16/0 (1:00) RC 16.0 RE .00

Performance Record for Jill Putman

II-B Naming Upper Case Letters

Materials Part B, Pages 3-4

Rec. Pln. First Come, 26 Items or 1 Min.

Say START HERE (point to the first letter) AND SAY THE NAME OF EACH LETTER. (5 sec.)

1. C	X X		10. M	X X		19. K		
2. E	X X		11. W	X		20. N		
3. G	X X		12. Y			21. P		
4. I			13. A	/		22. R		
5. L	X		14. D			23. T		
6. O	X		15. B			24. V		
7. Q			16. F	/		25. X		
8. S	X		17. H			26. Z		
9. U	X X		18. J					

Record

1)	6 / 9	RC 6.00	2)	8 / 4	RC 8.00	3)	26 / 0	RC 34.7	4)	26 / 0	RC 61.9
	1:00	RE 9.00		1:00	RE 4.00		:45	RE .00		:25	RE .00

III-B Naming Lower Case Letters

Materials Part B, Pages 5-6

Rec. Pln. First Come, 26 Items or 1 Min.

Say START HERE (point to the first letter) AND SAY THE NAME OF EACH LETTER. (5 sec.)

1. c	X		10. u	X X	X	19. d	X X	
2. e	X		11. w			20. n	X X	
3. g	X		12. y	X X		21. p	X	
4. i			13. a	X X		22. r	/	
5. k	X X	X	14. b	X		23. t		
6. m	X X		15. l	X		24. v	/	
7. o			16. f	X X		25. x		
8. q	X		17. h	X X		26. z		
9. s			18. j	X X				

Record

1)	4 / 17	RC 4.00	2)	13 / 10	RC 13.0	3)	24 / 2	RC 24.0	4)	26 / 0	RC 26.0
	1:00	RE 17.0		1:00	RE 10.0		1:00	RE 2.00		1:00	RE .00

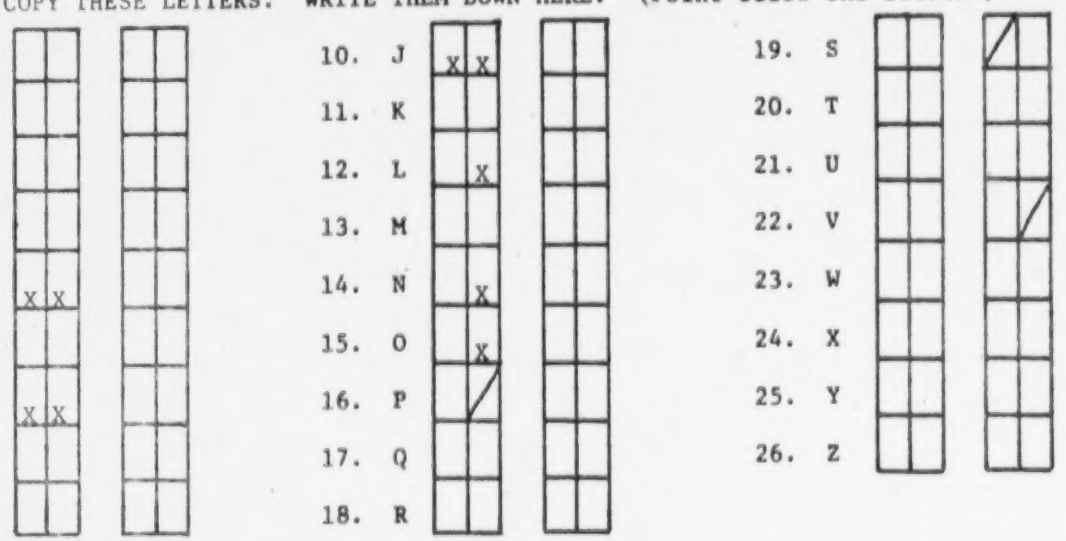
Performance Record for Jill Putman

IV-B Copying Upper Case Letters

Materials Worksheet #1

Rec. Pln. First Come, 26 Items or 2 Min.

Say COPY THESE LETTERS. WRITE THEM DOWN HERE. (Point below the letter.)



Record

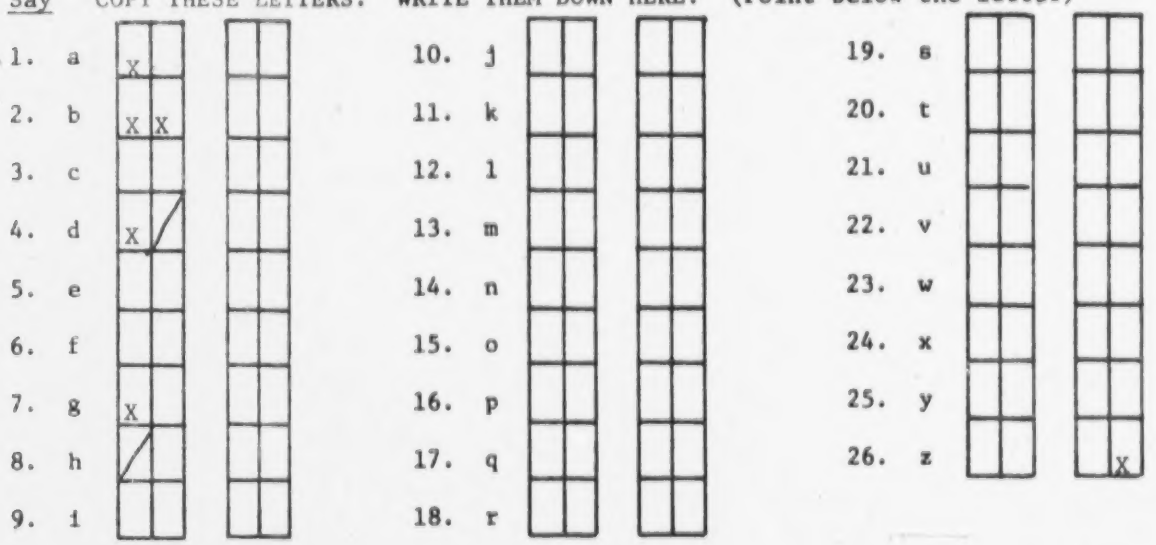
1) 8 / 3 (2:00) RC 4.00 RE 1.50
2) 9 / 6 (2:00) RC 4.50 RE 3.00
3) 18 / 0 (2:00) RC 9.00 RE .00
4) 21 / 0 (2:00) RC 10.5 RE .00

V-B Copying Lower Case Letters

Materials Worksheet #2

Rec. Pln. First Come, 26 Items or 2 Min.

Say COPY THESE LETTERS. WRITE THEM DOWN HERE. (Point below the letter)



Record

1) 3/4 (1:00) RC 3.00 RE 4.00
2) 3 / 1 (1:00) RC 3.00 RE 1.00
3) 26 / 0 (1:43) RC 15.1 RE .00
4) 25 / 1 (1:54) RC 13.2 RE .53

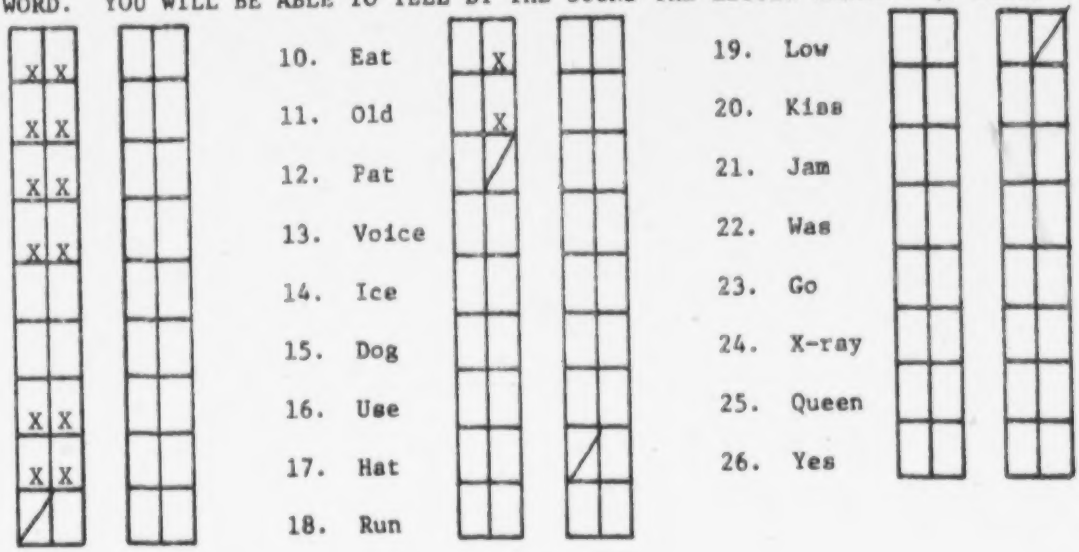
Performance Record for Jill Putman

VI-B Finding Letter Sounds

Materials Word List Below

Rec. Pln. First Come, 26 Items or 1 Min.

Say I AM GOING TO SAY SOME WORDS. WHEN I SAY A WORD, TELL ME WHICH LETTER STARTS MY WORD. YOU WILL BE ABLE TO TELL BY THE SOUND THE LETTER MAKES. (5 sec.)



1. Man	X X		10. Eat	X		19. Low		/
2. Ball	X X		11. Old	X		20. Kiss		
3. Sat	X X		12. Pat	/		21. Jam		
4. Fun	X X		13. Voice			22. Was		
5. Zoo			14. Ice			23. Go		
6. Tan			15. Dog			24. X-ray		
7. No	X X		16. Use			25. Queen		
8. Ape	X X		17. Hat		/	26. Yes		
9. Cat	/		18. Run					

Record

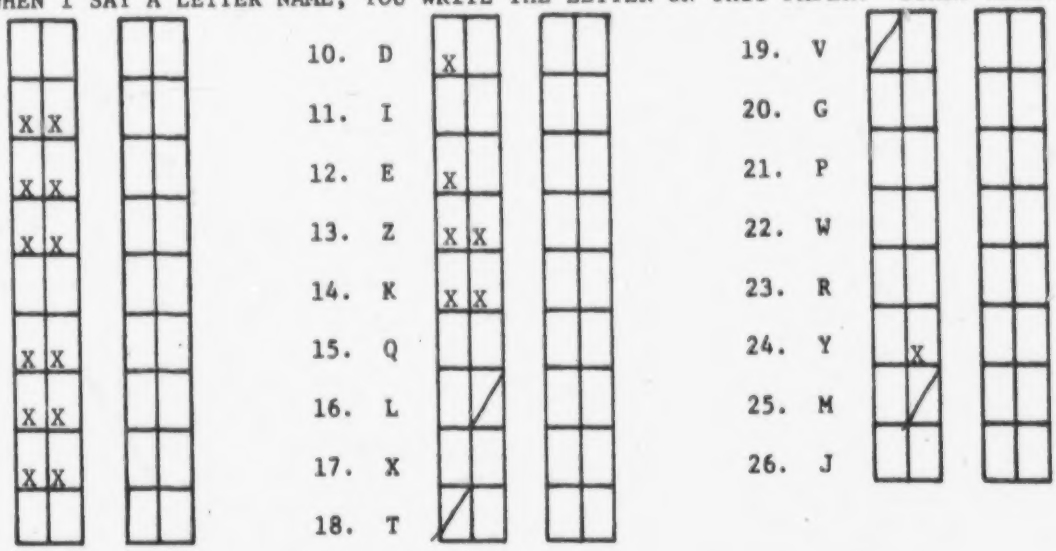
1) 5 / 3 RC 5.00 — 1:00 RE 3.00
2) 3 / 8 RC 3.00 — 1:00 RE 8.00
3) 16 / 0 RC 16.0 — 1:00 RE .00
4) 18/0 RC 18.0 — 1:00 RE .00

VII-B Writing Letters

Materials Sheet of primary grade writing paper. Use list below for sequence of letters.

Rec. Pln. First Come, 26 Items or 2 Min.

Say WHEN I SAY A LETTER NAME, YOU WRITE THE LETTER ON THIS PAPER. START HERE.



1. A			10. D	X		19. V	/	
2. C	X X		11. I			20. G		
3. F	X X		12. E	X		21. P		
4. N	X X		13. Z	X X		22. W		
5. S			14. K	X X		23. R		
6. B	X X		15. Q			24. Y	X	
7. U	X X		16. L	/		25. M	/	
8. H	X X		17. X			26. J		
9. O			18. T	/				

Record

1) 7 / 10 RC 3.50 — 2:00 RE 5.00
2) 7 /8 RC 3.50 — 2:00 RE 4.00
3) 17 /1 RC 8.50 — 2:00 RE .50
4) 23 / 1 RC 11.5 — 2:00 RE .50

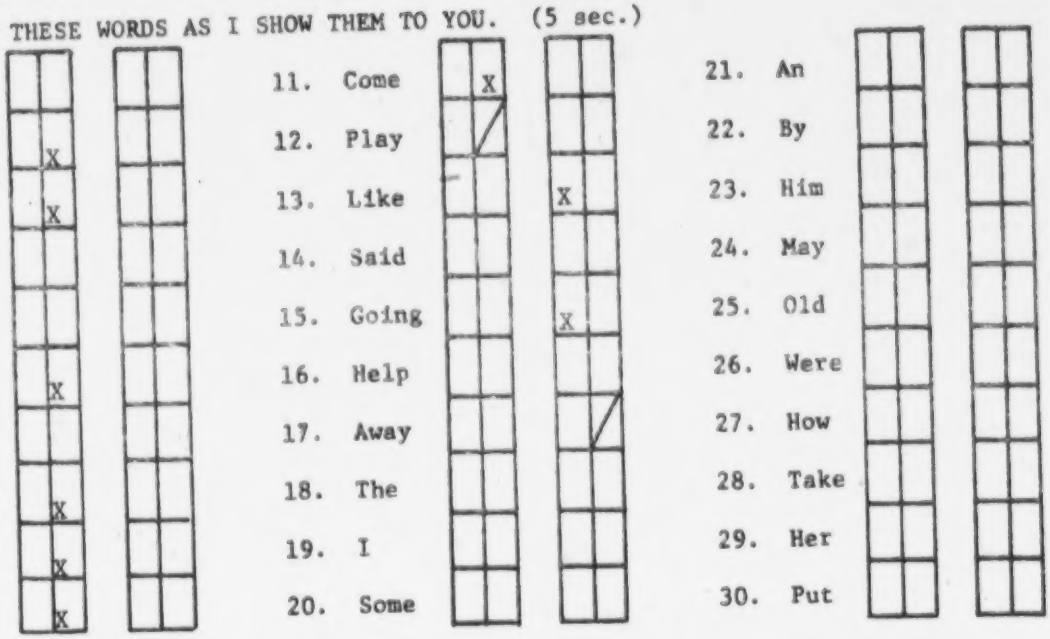
Performance Record for Jill Putman

VIII-B Reading Basic Words

Materials 30 Flash Cards

Rec. Pln. First Come, 30 Items or 1 Min.

Say SAY THESE WORDS AS I SHOW THEM TO YOU. (5 sec.)



1. See		11. Come	X	21. An	
2. Go	X	12. Play	/	22. By	
3. Look	X	13. Like		23. Him	X
4. Can		14. Said		24. May	
5. Me		15. Going		25. Old	X
6. Blue	X	16. Help		26. Were	
7. Is		17. Away		27. How	/
8. Work	X	18. The		28. Take	
9. Be	X	19. I		29. Her	
10. Here	X	20. Some		30. Put	

Record

1) ___/___ RC NS / RE NS

2) 4 / 7 (1:00) RC 4.00 / RE 1.00

3) 17 / 2 (1:00) RC 17.0 / RE 2.00

4) 16 / 0 (1:00) RC 16.0 / RE .00

IX-B Reading Texts

Materials Part B, Pages 7-8

Rec. Pln. First Come, 1 Min.

Say READ THESE SENTENCES AS WELL AS YOU CAN. (5 sec. per word)

Record

1) ___/___ RC NS / RE NS

2) ___/___ RC NS / RE NS

3) ___/___ RC NS / RE NS

4) ___/___ RC NS / RE NS

Paragraph Level _____

List Words Incorrect:

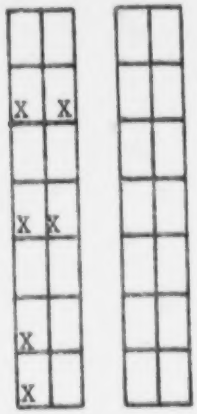
Performance Record for Jill Putman

X-B Naming Numbers

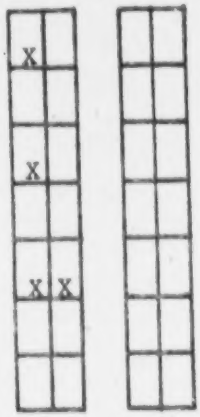
Materials Part B, Pages 9-10

Rec. Pln. First Come, 20 Items or 1 Min.

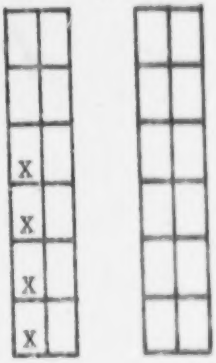
Say WHEN I POINT TO A NUMBER YOU SAY ITS NAME. WHAT NUMBER IS THIS? (5 sec.)



1. 3
2. 1
3. 2
4. 8
5. 4
6. 6
7. 5



8. 7
9. 0
10. 9
11. 4
12. 8
13. 2
14. 0



15. 3
16. 5
17. 7
18. 6
19. 1
20. 9

Record

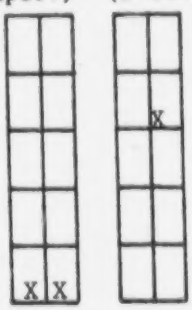
1) 9 /11 (1:00) RC 9.00 RE 11:0
2) 15 /3 (1:00) RC 15.0 RE 3.00
3) 20 / 0 (:30) RC 40.0 RE .00
4) 20 / 0 /RC 71.4 (:17) RE .00

XI-B Writing Numbers

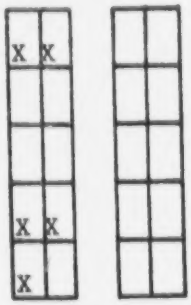
Materials Sheet of primary writing paper. Use list below for sequence of Numbers.

Rec. Pln. 10 Items or 2 Min.

Say I AM GOING TO SAY SOME NUMBERS. I WANT YOU TO WRITE THEM HERE. (Point to paper.) (5 sec.)



1. 5
2. 2
3. 8
4. 6
5. 10



6. 4
7. 1
8. 3
9. 7
10. 9

Record

1) 4/6 (1:08) RC 3.54 RE 5.31
2) 7 /3 (1:20) RC 5.26 RE 2.26
3) 10 / 0 (1:00) RC 10.0 RE .00
4) 9 / 1 (1:00) RC 9.00 RE 1.00

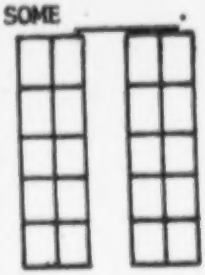
Performance Record for Jill Putman

XII-B Counting Objects

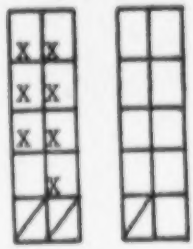
Materials Part B, pages 11 - 20 Rec. Pln. First come, 10 items or 1 min

Say HERE ARE SOME _____. COUNT THEM. (10 sec.)

1. 2 boats
2. 4 houses
3. 1 barn
4. 6 fish
5. 3 pumpkins



6. 10 frogs
7. 7 girls
8. 5 factories
9. 8 boys
10. 9 men



Record

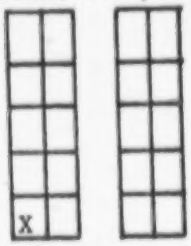
1) 6/3 1:00 RC 6.00 RE 3.00 2) 5/4 1:00 RC 5.00 RE 4.00 3) 9/0 1:00 RC 9.00 RE .00 4) 10/0 :46 RC 12.9 RE .00

XIII-B Identifying Number Sets

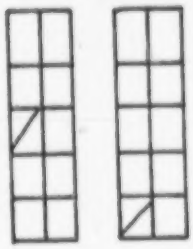
Materials Worksheets #3 Rec. Pln. First come, 10 items or 1 min.

Say I AM GOING TO SAY A NUMBER. DRAW A LINE THROUGH THE NUMBER OF SYMBOLS THAT I SAY. FOR EXAMPLE, IF I SAY THREE, YOU DRAW A LINE THROUGH THREE OF THESE. (Point to symbols.) (5 sec.)

1. 2
2. 4
3. 1
4. 5
5. 7



6. 3
7. 6
8. 8
9. 9
10. 10



Record

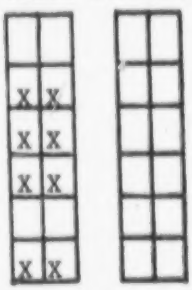
1) 6/1 1:00 RC 6.00 RE 1.00 2) 4/3 1:00 RC 4.00 RE 3.00 3) 9/0 1:00 RC 9.00 RE .00 4) 10/0 1:00 RC 10.0 RE .00

XIV-B Saying Addition Facts

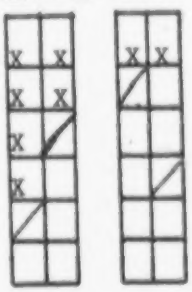
Materials Part B, pages 21 22 Rec. Pln. First come, 18 items or 1 min.

Say ADD THESE NUMBERS AND SAY THE ANSWER OUT LOUD. (5 sec. per item)

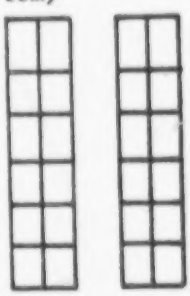
1. 1 + 1
2. 7 + 1
3. 5 + 2
4. 3 + 1
5. 0 + 1
6. 6 + 2



7. 4 + 1
8. 2 + 2
9. 9 + 1
10. 6 + 1
11. 0 + 2
12. 8 + 2



13. 5 + 1
14. 1 + 2
15. 2 + 3
16. 8 + 1
17. 7 + 2
18. 0 + 3



Record

1) 2/8 1:00 RC 2.00 RE 8.00 2) 7/1 1:00 RC 7.00 RE 1.00 3) 6/1 1:00 RC 6.00 RE 1.00 4) 8/1 1:00 RC 8.00 RE 1.00

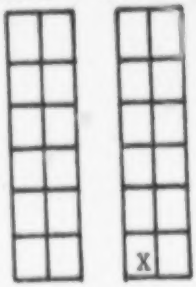
FLP Part B, page 8 Performance Record for Jill Putman

XV-B Writing Addition Facts

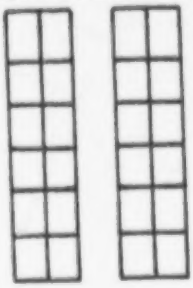
Materials Worksheet Rec. Pln. First come, 18 items or 2 min.

Say ADD THESE NUMBERS AND WRITE THE ANSWER HERE. (Point by problem.) (5 sec.)

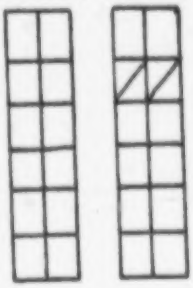
1. 1 + 1
2. 6 + 1
3. 2 + 2
4. 4 + 1
5. 3 + 1
6. 8 + 1



7. 0 + 1
8. 7 + 1
9. 0 + 2
10. 1 + 2
11. 0 + 2
12. 7 + 2



13. 5 + 2
14. 6 + 2
15. 9 + 1
16. 8 + 2
17. 2 + 3
18. 0 + 3



Record

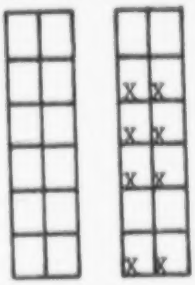
1) / RC NS RE NS 2) / RC NS RE NS 3) 12/1 (1:00) RC 12.0 RE 1.00 4) 13/0 (1:00) RC 13.0 RE .00

XVI-B Saying Subtraction Facts

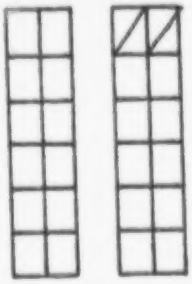
Materials Part B, pages 23 - 24 Rec. Pln. First come, 18 items or 1 min.

Say SUBTRACT THESE NUMBERS AND SAY THE ANSWER OUT LOUD. (5 sec.)

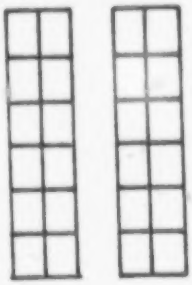
1. 1 - 1
2. 7 - 1
3. 5 - 2
4. 3 - 1
5. 1 - 0
6. 6 - 2



7. 4 - 1
8. 2 - 2
9. 9 - 1
10. 6 - 1
11. 2 - 0
12. 8 - 2



13. 5 - 1
14. 2 - 1
15. 3 - 2
16. 8 - 1
17. 7 - 2
18. 3 - 0



Record

1) / RC NS RE NS 2) / RC NS RE NS 3) 2/4 (1:00) RC 2.00 RE 4.00 4) 2/4 (1:00) RC 2.00 RE 4.00

APPENDIX B

FLO[illegible] LA[illegible]AGE [illegible]FIL[illegible] SU[illegible]Y D[illegible] SHE[illegible]

PART A

PRE SAMPLE DATE: 11/6/72 TEACHING WEEKS: _____ POST SAMPLE DATE: _____

F.L.P. CONCEPTS		TARGET	ITEMS SAMP. PRE	ITEMS SAMP. POST	ACCURACY PRE %C	ACCURACY SEL. AIM	ACCURACY RET. AIM	ACCURACY POST %C	SPEED CORRECT PRE RC	SPEED CORRECT SEL. AIM	SPEED CORRECT RET. AIM	SPEED CORRECT POST RC	ADULT NORM	SPEED INCORRECT PRE RE	SPEED INCORRECT SEL. AIM	SPEED INCORRECT RET. AIM	SPEED INCORRECT POST RE
BODY PARTS	21		21		95.	88.5		97.6	23.0	18.8		24.4		1.15	2.44		.60
RIGHT-LEFT	10		10		50.	57.6		84.3	7.94	7.06		11.7		7.94	5.18		2.17
ROTE COUNTING	20		20		100	100		100	66.7	52.6		108		.00	.00		.00
TIME	13		13		62.	53.8		87.2	13.3	7.14		14.8		8.33	6.11		2.16
SIZE-QUANTITY	10	X	10		90.	81.5		94.4	11.2	11.8		16.0		1.25	2.67		.94
SHAPE	6	X	6		67.	60.0		89.2	14.8	8.51		18.0		7.40	5.66		2.17
POSITION-DIRECT.	10		10		100	88.5		100	17.9	11.9		15.9		.00	1.54		.00
SAME-DIFF.			15		100	100		100	26.9	17.5		26.4		.00	.00		.00
CLOCK TIME	10		NS		-	*		57.3	-	*		7.14		-	*		5.30
NEGATION	10	X	10		70	87.2		100	9.72	10.7		14.3		4.17	1.56		.00
LET./NUM. DISC.			31		97	94.1		100	47.6	30.0		40.0		1.59	1.87		.00
COLOR	10	X	10		100	100		100	12.9	22.5		35.8		.00	.00		.00

NAME: Will King

AGE: 7

SEX: M

SCHOOL: Pine Aire

GRADE: FIRST - FALL

Teacher: Miss Francis

* > 20% could not do task

FLORIDA LANGUAGE PROFILE SUMMARY DATA SHEET

PART B

PRE SAMPLE DATE: _____ TEACHING WEEKS: _____ POST SAMPLE DATE: _____

F.L.P CONCEPTS		TARGET	ITEMS PRE	ITEMS POST	SAMP.	ACCURACY PRE %C / SEL. AIM / RET. AIM / POST %C	SPEED CORRECT PRE RC / SEL. AIM / RET. AIM / POST RC	ADULT NORM	SPEED INCORRECT PRE RE / SEL. AIM / RET. AIM / POST RE
FIND LETTERS	26		14			86. / 74.9 / 100	12.0 / 7.78 / 15.0		2.00 / 2.60 / .00
SAY UPPER CASE	26		26			92. / 76.7 / 100	35.8 / 13.7 / 43.4		2.79 / 4.15 / .00
SAY LOWER CASE	26		26			85. / 63.1 / 94.6	32.4 / 12.0 / 33.0		5.88 / 6.99 / 1.85
COPY UPPER CASE	26		20			100 / 92.9 / 100	10.0 / 7.70 / 12.5		.00 / .58 / .00
COPY LOWER CASE	26		20			100 / 91.0 / 100	10.0 / 7.50 / 13.0		.00 / .70 / .00
SAY LETTER SOUNDS	26		NS			- / * / 90.0	- / * / 14.0		- / * / 1.50
WRITE LETTERS	26		20			80. / 69.1 / 95.1	8.00 / 5.50 / 10.5		2.00 / 2.45 / 0.53
READ WORDS	30		17			47. / * / 76.7	8.00 / * / 13.2		9.00 / * / 4.00
READ TEXT			NS			- / * / 87.0	- / * / 27.0		- / * / 4.00
NAME NUMBERS	20	X	20			100 / 87.9 / 100	23.5 / 24.8 / 54.3		.00 / 3.40 / .00
WRITE NUMBERS	10		10			100 / 62.8 / 100	20.0 / 6.25 / 14.3		.00 / 3.70 / .00
COUNT OBJECTS	10		10			90. / 86.8 / 100	9.18 / 8.75 / 11.0		1.02 / 1.33 / .00
IDENT. NUMBERS	10	X	9			78. / 74.3 / 100	2.00 / 5.80 / 8.00		2.00 / 2.00 / .00
SAY ADDITION FACTS	18		NS			- / * / 100	- / * / 11.0		- / * / .00
WRITE ADDITION FACTS	18		NS			- / * / 100	- / * / 8.90		- / * / .00
SAY SUBTRACTION FACTS	18		NS			- / * / 100	- / * / 100		- / * / .00

LOR LAN GE ILE SUM DA HEE

PART A

PRE SAMPLE DATE: 5/8/73 TEACHING WEEKS: _____ POST SAMPLE DATE: _____

F.L.P. CONCEPTS		TARGET	ITEMS PRE	ITEMS POST	ACCURACY PRE %C	ACCURACY SEL. AIM	ACCURACY RET. AIM	ACCURACY POST %C	SPEED CORRECT PRE RC	SPEED CORRECT SEL. AIM	SPEED CORRECT RET. AIM	SPEED CORRECT POST RC	ADULT NORM	SPEED INCORRECT PRE RE	SPEED INCORRECT SEL. AIM	SPEED INCORRECT RET. AIM	SPEED INCORRECT POST RE
BODY PARTS	21		21		95	89.4	100		35.1	21.6	28.1			1.75	2.54	.00	
RIGHT-LEFT	10		10		80	52.1	82.9		16.7	7.10	13.9			4.17	6.51	2.85	
ROTE COUNTING	20		20		100	100	100		20.0	86.9	133			.00	00	00	
TIME	13	XX	13		77	68.0	90.6		16.7	10.0	18.1			5.00	4.70	1.87	
SIZE-QUANTITY	10		10		100	85.2	92.8		28.6	14.9	19.1			.00	2.57	1.48	
SHAPE	6		6		67	61.9	86.0		8.70	10.7	19.9			4.35	6.57	3.23	
POSITION-DIRECT.	10		10		100	86.0	100		30.3	14.9	19.7			.00	1.72	.00	
SAME-DIFF.			15		100	100	100		46.8	24.1	32.0			.00	.00	.00	
CLOCK TIME	10	XX	NS		---	30.1	63.2		---	4.51	8.62			----	9.62	5.00	
NEGATION	10	XX	10		90	86.8	100		21.4	13.2	17.1			2.38	2.00	.00	
LET./NUM. DISC.		XX	31		97	95.3	100		69.8	36.4	47.2			2.33	1.72	.00	
COLOR	10		10		100	100	100		45.4	32.1	45.1			.00	.00	.00	

NAME: Will King

AGE: 7

SEX: Male

* > 20% could not do task

SCHOOL: Pine Aire

GRADE: FIRST - SPRING

Teacher: Miss. Francis

FLORIDA LANGUAGE PROFILE SUMMARY DATA SHEET

PART B

PRE SAMPLE DATE: 5/8/73 TEACHING WEEKS: _____ POST SAMPLE DATE: _____

F.L.P CONCEPTS		TARGET	ITEMS SAMP. PRE	ITEMS SAMP. POST	ACCURACY PRE %C	ACCURACY SEL. AIM / RET. AIM	ACCURACY POST %C	SPEED CORRECT PRE RC	SPEED CORRECT SEL. AIM / RET. AIM	SPEED CORRECT POST RC	ADULT NORM	SPEED INCORRECT PRE RE	SPEED INCORRECT SEL. AIM / RET. AIM	SPEED INCORRECT POST RE
FIND LETTERS	26		18		94	85.4 / 100		17.0	10.5 / 16.9			1.00	1.79 / .00	
SAY UPPER CASE	26		26		100	89.9 / 100		60.5	30.5 / 67.5			.00	3.42 / .00	
SAY LOWER CASE	26		26		96	81.2 / 96.4		50.0	25.2 / 54.0			2.00	5.82 / 1.97	
COPY UPPER CASE	26		26		100	93.8 / 100		19.7	9.0 / 14.3			.00	.59 / .00	
COPY LOWER CASE	26		26		100	91.7 / 100		20.0	10.0 / 15.0			.00	0.70 / .00	
SAY LETTER SOUNDS	26		19		89	62.4 / 94.7		17.0	8.00 / 18.0			2.00	4.82 / 1.00	
WRITE LETTERS	26		26		92	78.9 / 100		12.4	7.50 / 13.0			1.04	2.00 / .00	
READ WORDS	30	XX	26		65	61.1 / 88.0		17.0	11.0 / 22.0			9.00	7.00 / 3.00	
READ TEXT			23		87	55.5 / 87.8		19.0	10.0 / 29.0			4.00	8.00 / 4.00	
NAME NUMBERS	20		20		100	93.1 / 100		60.6	45.5 / 76.0			.00	3.33 / .00	
WRITE NUMBERS	10		10		100	83.3 / 100		18.9	10.4 / 17.5			.00	2.08 / .00	
COUNT OBJECTS	10		10		100	86.9 / 100		15.4	10.0 / 12.9			.00	1.50 / .00	
IDENT. NUMBERS	10		9		89	80.1 / 100		8.00	6.00 / 8.70			1.00	1.49 / .00	
SAY ADDITION FACTS	18		16		100	75.5 / 100		16.0	7.00 / 15.0			.00	2.27 / .00	
WRITE ADDITION FACTS	18	XX	NS		---	77.7 / 100		---	5.00 / 11.5			----	1.43 / .00	
SAY SUBTRACTION FACTS	18	XX	NS		---	57.1 / 95.2		---	4.00 / 10.0			----	3.00 / .50	

FLORIDA LANGUAGE PROFILE SUMMARY DATA SHEET

PART A

PRE SAMPLE DATE: 9/6/72 TEACHING WEEKS: 16 POST SAMPLE DATE: 12/5/73

F.L.P. CONCEPTS		TARGET	ITEMS PRE	ITEMS POST	SAMP. PRE	SAMP. POST	ACCURACY PRE %C	ACCURACY SEL. AIM	ACCURACY RET. AIM	ACCURACY POST %C	SPEED CORRECT PRE RC	SPEED CORRECT SEL. AIM	SPEED CORRECT RET. AIM	SPEED CORRECT POST RC	ADULT NORM	SPEED INCORRECT PRE RE	SPEED INCORRECT SEL. AIM	SPEED INCORRECT RET. AIM	SPEED INCORRECT POST RE
BODY PARTS	21	XX	21	21	86	88.5	97.6	90	16.7	18.8	24.4	30.2		2.78	2.44	.60	3.17
RIGHT-LEFT	10	XX	10	10	50	57.6	84.3	80	6.10	7.06	11.7	11.1		6.10	5.18	2.17	2.78
ROTE COUNTING	20	XX	21	20	81	100	100	95	34.0	52.6	108	86.9		6.00	.00	.00	.00
TIME	13		13	13	77	53.8	87.2	85	14.9	7.14	14.8	11.0		4.48	6.11	2.16	2.00
SIZE-QUANTITY	10	XX	10	20	80	81.5	94.4	95	13.3	11.8	16.0	19.1		3.45	2.67	.94	2.13
SHAPE	6	XX	6	6	67	60.0	89.2	83	5.00	8.51	18.0	38.5		2.50	5.66	2.17	7.70
POSITION-DIRECT.	10	XX	10	10	90	88.5	100	100	19.1	11.2	15.9	26.3		2.13	1.54	.00	.00
SAME-DIFF.			15	15	100	100	100	100	25.1	17.5	26.4	50.0		.00	.00	.00	.00
CLOCK TIME	10		NS	NS	---	*	57.3	---	---	*	7.14	---		---	*	5.30	---
NEGATION	10		10	10	90	87.2	100	100	15.0	10.7	14.3	21.3		1.67	1.56	.00	.00
LET./NUM. DISC.			31	30	97	94.1	100	100	34.1	30.0	40.0	41.1		1.14	1.87	.00	.00
COLOR	10		10	10	100	100	100	100	11.8	22.5	35.8	21.7		.00	.00	.00	.00

NAME: Jill Putman

AGE: 6

SEX: Female

SCHOOL: Sylvian Lane

GRADE: FIRST - FALL

Teacher: Mrs. Parks

* > 20% could not do task

NS--No Sample

FLORIDA LANGUAGE PROFILE SUMMARY DATA SHEET

PART B

PRE SAMPLE DATE: 9/6/72 TEACHING WEEKS: 16 POST SAMPLE DATE: 12/5/72

F.L.P CONCEPTS		TARGET	ITEMS SAMP. PRE	ITEMS SAMP. POST	ACCURACY PRE %C	ACCURACY SEL. AIM / RET. AIM	ACCURACY POST %C	SPEED CORRECT PRE RC	SPEED CORRECT SEL. AIM / RET. AIM	SPEED CORRECT POST RC	ADULT NORM	SPEED INCORRECT PRE RE	SPEED INCORRECT SEL. AIM / RET. AIM	SPEED INCORRECT POST RE
FIND LETTERS	26	X	13	17	46.	74.9 / 100	100	6.00	7.78 / 15.0	17.0		7.00	2.60 / .00	.00
SAY UPPER CASE	26	X	6	26	40.	76.7 / 100	100	6.00	13.7 / 43.4	34.7		9.00	4.15 / .00	.00
SAY LOWER CASE	26	X	11	24	36.	63.1 / 94.6	92.	4.00	12.0 / 33.0	24.0		17.0	6.99 / 1.85	2.00
COPY UPPER CASE	26	X	11	18	73.	92.9 / 100	100	4.00	7.70 / 12.5	9.00		1.50	.58 / .00	.00
COPY LOWER CASE	26	X	7	26	43.	91.0 / 100	100	3.00	7.50 / 13.0	15.1		4.00	.70 / .00	.00
SAY LETTER SOUNDS	26		8	16	63.	* / 90.0	100	5.00	* / 14.0	16.0		3.00	* / 1.50	.00
WRITE LETTERS	26	X	17	18	41.	69.1 / 95.1	94.	3.50	5.50 / 10.5	8.50		5.00	2.45 / 0.53	.50
READ WORDS	30		NS	19	-	* / 76.7	89.	-	* / 13.2	17.0		-	* / 4.00	2.00
READ TEXT		X	NS	NS	-	* / 87.0	-	-	* / 27.0	-		-	* / 4.00	-
NAME NUMBERS	20	X	20	20	45.	87.9 / 100	100	9.00	24.8 / 54.3	40.0		11.0	3.40 / .00	.00
WRITE NUMBERS	10	X	10	10	40.	62.8 / 100	100	3.54	6.25 / 14.3	10.0		5.31	3.70 / .00	.00
COUNT OBJECTS	10		9	9	67.	86.8 / 100	100	6.00	8.75 / 11.0	9.00		3.00	1.33 / .00	.00
IDENT. NUMBERS	10		7	9	86.	74.3 / 100	100	6.00	5.80 / 8.00	9.00		1.00	2.00 / .00	.00
SAY ADDITION FACTS	18		10	7	20	* / 100	86.	2.00	* / 11.0	6.00		8.00	* / .00	1.00
WRITE ADDITION FACTS	18	X	NS	13	-	* / 100	92.	-	* / 8.90	12.0		-	* / .00	.00
SAY SUBTRACTION FACTS	18	X	NS	6	-	* / 100	33.	-	* / 100	2.00		-	* / .00	4.00

FLORIDA LANGUAGE PROFILE SUMMARY DATA SHEET

PART A

PRE SAMPLE DATE: _____ TEACHING WEEKS: _____ POST SAMPLE DATE: _____

F.L.P. CONCEPTS	TARGET	ITEMS SAMP. PRE	ITEMS SAMP. POST	ACCURACY PRE %C	ACCURACY SEL. AIM	ACCURACY RET. AIM	ACCURACY POST %C	SPEED CORRECT PRE RC	SPEED CORRECT SEL. AIM	SPEED CORRECT RET. AIM	SPEED CORRECT POST RC	ADULT NORM	SPEED INCORRECT PRE RE	SPEED INCORRECT SEL. AIM	SPEED INCORRECT RET. AIM	SPEED INCORRECT POST RE
BODY PARTS	21			86.4			92.5	15.9			20.5		2.50			1.64
RIGHT-LEFT	10			46.7			78.0	5.26			9.76		6.00			2.74
ROTE COUNTING	20			81.3			100	34.9			82.4		8.00			100
TIME	13			39.0			69.7	5.56			10.2		8.68			4.42
SIZE-QUANTITY	10			73.9			89.3	9.18			12.5		3.23			1.49
SHAPE	6			45.6			76.3	6.00			12.4		7.14			3.85
POSITION-DIRECT.	10			81.4			92.8	9.64			12.8		2.19			.98
SAME-DIFF.				64.0			100	10.7			20.0		6.00			.00
CLOCK TIME	10			*			41.1	*			4.44		*			6.36
NEGATION	10			72.7			91.1	7.65			11.2		2.86			1.09
LET./NUM. DISC.				86.8			96.1	22.5			32.9		3.41			1.33
COLOR	10			77			100	12.6			28.4		3.75			.00

NAME: _____

AGE: _____

SEX: _____

* > 20% could not do task

SCHOOL: _____

GRADE: KINDERGARTEN - FALL

TEACHER: _____

FLOI LA GE PILE SUM DA CHEE.

PART B

PRE SAMPLE DATE: _____ TEACHING WEEKS: _____ POST SAMPLE DATE: _____

F.L.P CONCEPTS		TARGET	ITEMS SAMP. PRE	ITEMS SAMP. POST	ACCURACY PRE %C / SEL. AIM / RET. AIM / POST %C	SPEED CORRECT PRE RC / SEL. AIM / RET. AIM / POST RC	ADULT NORM	SPEED INCORRECT PRE RE / SEL. AIM / RET. AIM / POST RE
FIND LETTERS	26				* / 81.8	* / 9.00		* / 2.00
SAY UPPER CASE	26				* / 89.5	* / 25.6		* / 3.00
SAY LOWER CASE	26				31.2 / 78.8	5.00 / 20.00		11.0 / 5.38
COPY UPPER CASE	26				* / 100	* / 8.50		* / .00
COPY LOWER CASE	26				* / 93.7	* / 7.50		* / .50
SAY LETTER SOUNDS	26				* / 81.8	* / 9.00		* / 2.00
WRITE LETTERS	26				* / 80.6	* / 7.00		* / 1.68
READ WORDS	30				* / 54.5	* / 6.00		* / 5.00
READ TEXT					* / 55.5	* / 5.00		* / 4.00
NAME NUMBERS	20				* / 94.1	* / 32.1		* / 2.00
WRITE NUMBERS	10				29.4 / 66.0	2.50 / 6.00		6.00 / 3.08
COUNT OBJECTS	10				* / 90.2	* / 9.00		* / .97
IDENT. NUMBERS	10				* / 100	* / 6.00		* / .00
SAY ADDITION FACTS	18				* / 75.0	* / 6.00		* / 2.00
WRITE ADDITION FACTS	18				* / 83.3	* / 5.00		* / 100
SAY SUBTRACTION FACTS	18				* / 66.6	* / 4.00		* / 2.00

FLORIDA LANGUAGE PROFILE SUMMARY DATA SHEET

PART A

PRE SAMPLE DATE: _____ TEACHING WEEKS: _____ POST SAMPLE DATE: _____

F.L.P. CONCEPTS		TARGET	ITEMS SAMP. PRE	ITEMS SAMP. POST	ACCURACY PRE %C	ACCURACY SEL. AIM	ACCURACY RET. AIM	ACCURACY POST %C	SPEED CORRECT PRE RC	SPEED CORRECT SEL. AIM	SPEED CORRECT RET. AIM	SPEED CORRECT POST RC	ADULT NORM	SPEED INCORRECT PRE RE	SPEED INCORRECT SEL. AIM	SPEED INCORRECT RET. AIM	SPEED INCORRECT POST RE
BODY PARTS	21				83			94.2	16.7			23		3.5			1.41
RIGHT-LEFT	10				52			80.8	6.67			11.3		6.15			2.67
ROTE COUNTING	20				72			100	48			111		18.4			00
TIME	13				43.0			75.7	6.02			11.8		7.96			3.77
SIZE-QUANTITY	10				74.2			88.7	10.8			13.6		3.75			1.72
SHAPE	6				54.5			80.5	8.0			14.8		6.67			3.57
POSITION-DIRECT.	10				86.6			100	11.2			15.4		1.72			00
SAME-DIFF.					68			100	13.6			26.9		6.5			00
CLOCK TIME	10				7.95			51.0	.89			5.8		10.3			5.56
NEGATION	10				75			91.8	9.0			12.7		3.0			1.15
LET./NUM. DISC.					89			96.1	25.9			34.5		3.18			1.37
COLOR	10				88.8			100	20.9			33.3		2.63			00

NAME: _____ SCHOOL: _____

AGE: _____ * > 20% could not do task GRADE: KINDERGARTEN - WINTER

SEX: _____ TEACHER: _____

FLORIDA LANGUAGE PROFILE SUMMARY DATA SHEET

PART B

PRE SAMPLE DATE: _____ TEACHING WEEKS: _____ POST SAMPLE DATE: _____

F.L.P CONCEPTS		TARGET	ITEMS SAMP. PRE	ITEMS SAMP. POST	ACCURACY PRE %C / SEL. AIM / RET. AIM / POST %C	SPEED CORRECT PRE RC / SEL. AIM / RET. AIM / POST RC	ADULT NORM	SPEED INCORRECT PRE RE / SEL. AIM / RET. AIM / POST RE
FIND LETTERS	26				36 / 91	4.0 / 10.0		7.0 / 1.0
SAY UPPER CASE	26				38.8 / 95	7.0 / 33.8		11.0 / 1.75
SAY LOWER CASE	26				26 / 76	5.0 / 19.0		14.5 / 5.97
COPY UPPER CASE	26				69 / 95	5.5 / 9.6		2.5 / .55
COPY LOWER CASE	26				53.3 / 86.6	4.0 / 8.0		3.5 / 1.23
SAY LETTER SOUNDS	26				* / 60	* / 6.0		9.0 / 7.0
WRITE LETTERS	26				35 / 84	3.0 / 8.0		5.5 / 1.5
READ WORDS	30				* / 23	* / 3.0		18.0 / 10.0
READ TEXT					* /	* / 12.0		10.0 / *
NAME NUMBERS	20				59 / 100	14.1 / 42.9		10.0 / .00
WRITE NUMBERS	10				26.5 / 63.7	2.67 / 6.85		7.38 / 3.9
COUNT OBJECTS	10				76 / 100	6.5 / 9.78		2.00 / 0.00
IDENT. NUMBERS	10				51.3 / 99.1	3.7 / 5.6		3.5 / .05
SAY ADDITION FACTS	18				* / 81.0	* / 7.5		10.0 / 1.75
WRITE ADDITION FACTS	18				18 / 83.6	.97 / 5.1		4.5 / 1.00
SAY SUBTRACTION FACTS	18				* / 11.1	* / 1.00		12.0 / 8.00

FLORIDA LANGUAGE PROFILE SUMMARY DATA SHEET

PART A

PRE SAMPLE DATE: _____ TEACHING WEEKS: _____ POST SAMPLE DATE: _____

	TARGET	ITEMS SAMP. PRE	ITEMS SAMP. POST	ACCURACY PRE %C	ACCURACY SEL. AIM	ACCURACY RET. AIM	ACCURACY POST %C	SPEED CORRECT PRE RC	SPEED CORRECT SEL. AIM	SPEED CORRECT RET. AIM	SPEED CORRECT POST RC	ADULT NORM	SPEED INCORRECT PRE RE	SPEED INCORRECT SEL. AIM	SPEED INCORRECT RET. AIM	SPEED INCORRECT POST RE
BODY PARTS 21				83.3			95.1	18.5			25.3		3.70			1.30
RIGHT-LEFT 10				41.6			79.5	5.56			12.0		7.78			3.08
ROTE COUNTING 20				90.1			100	51.0			105		5.56			.00
TIME 13				44.8			77.9	6.32			12.6		7.76			3.57
SIZE-QUANTITY 10				78.0			90.5	12.5			16.0		3.51			1.67
SHAPE 6				56.6			84.7	8.70			18.5		6.67			3.33
POSITION-DIRECT. 10				84.6			100	12.0			17.5		2.17			.00
SAME-DIFF.				71.0			100	14.7			26.3		6.00			.00
CLOCK TIME 10				10.7			44.0	1.40			5.63		11.6			7.14
NEGATION 10				79.4			92.5	10.3			14.2		2.67			1.14
LET./NUM. DISC.				89.7			97.1	27.1			38.9		3.08			1.15
COLOR 10				89.4			100	24.2			36.9		2.86			.00

NAME: _____ SCHOOL: _____

AGE: _____ * > 20% could not do task GRADE: KINDERGARTEN - SPRING

SEX: _____ TEACHER: _____

FLORIDA LANGUAGE PROFILE SUMMARY DATA SHEET

PART B

PRE SAMPLE DATE: _____ TEACHING WEEKS: _____ POST SAMPLE DATE: _____

F.L.P CONCEPTS		TARGET	ITEMS SAMP. PRE	ITEMS SAMP. POST	ACCURACY PRE %C / SEL. AIM / RET. AIM / POST %C	SPEED CORRECT PRE RC / SEL. AIM / RET. AIM / POST RC	ADULT NORM	SPEED INCORRECT PRE RE / SEL. AIM / RET. AIM / POST RE
FIND LETTERS	26				32.2 / 87.5	3.70 / 10.5		7.79 / 1.50
SAY UPPER CASE	26				35.1 / 93.6	5.90 / 31.7		10.9 / 2.15
SAY LOWER CASE	26				23.8 / 72.2	5.00 / 16.8		16.0 / 6.45
COPY UPPER CASE	26				72.6 / 100	5.30 / 10.0		2.00 / .00
COPY LOWER CASE	26				52.5 / 92.1	3.78 / 8.24		3.42 / .70
SAY LETTER SOUNDS	26				4.38 / 58.0	.50 / 5.80		10.9 / 4.20
WRITE LETTERS	26				29.4 / 79.3	2.47 / 7.40		5.92 / 1.92
READ WORDS	30				* / 32.4	* / 3.90		* / 8.12
READ TEXT					58.9 / 91.0	11.5 / 32.0		8.00 / 3.15
NAME NUMBERS	20				66.0 / 100	17.0 / 42.5		8.75 / .00
WRITE NUMBERS	10				29.3 / 70.0	2.82 / 7.00		6.80 / 3.00
COUNT OBJECTS	10				80.1 / 100	7.97 / 10.1		1.98 / .00
IDENT. NUMBERS	10				67.7 / 88.2	4.52 / 6.69		2.15 / .89
SAY ADDITION FACTS	18				26.7 / 83.5	2.56 / 8.00		7.00 / 1.57
WRITE ADDITION FACTS	18				34.6 / 100	2.12 / 5.78		4.00 / .00
SAY SUBTRACTION FACTS	18				38.5 / 84.2	3.00 / 8.00		7.50 / 1.50

FLORIDA LANGUAGE PROFILE SUMMARY DATA SHEET

PART A

PRE SAMPLE DATE: _____ TEACHING WEEKS: _____ POST SAMPLE DATE: _____

F.L.P. CONCEPTS		TARGET	ITEMS SAMP. PRE	ITEMS SAMP. POST	ACCURACY PRE %C	ACCURACY SEL. AIM	ACCURACY RET. AIM	ACCURACY POST %C	SPEED CORRECT PRE RC	SPEED CORRECT SEL. AIM	SPEED CORRECT RET. AIM	SPEED CORRECT POST RC	ADULT NORM	SPEED INCORRECT PRE RE	SPEED INCORRECT SEL. AIM	SPEED INCORRECT RET. AIM	SPEED INCORRECT POST RE
BODY PARTS	21					88.5		97.6		18.8		24.4			2.44		.60
RIGHT-LEFT	10					57.6		84.3		7.06		11.7			5.18		2.17
ROTE COUNTING	20					100		100		52.6		108			.00		.00
TIME	13					53.8		87.2		7.14		14.8			6.11		2.16
SIZE-QUANTITY	10					81.5		94.4		11.8		16.0			2.67		.94
SHAPE	6					60.0		89.2		8.51		18.0			5.66		2.17
POSITION-DIRECT.	10					88.5		100		11.2		15.9			1.54		.00
SAME-DIFF.						100		100		17.5		26.4			.00		.00
CLOCK TIME	10					*		57.3		*		7.14			*		5.30
NEGATION	10					87.2		100		10.7		14.3			1.56		.00
LET./NUM. DISC.						94.1		100		30.0		40.0			1.87		.00
COLOR	10					100		100		22.5		35.8			.00		.00

NAME: _____ SCHOOL: _____

AGE: _____ * > 20% could not do task GRADE: FIRST - FALL

SEX: _____ Teacher: _____

F[illegible] DA[illegible]GUAC[illegible]ROF[illegible] S[illegible]RY[illegible] SH[illegible]

PART B

PRE SAMPLE DATE: _____ TEACHING WEEKS: _____ POST SAMPLE DATE: _____

F.L.P CONCEPTS	TARGET	ITEMS SAMP. PRE	ITEMS SAMP. POST	ACCURACY PRE %C / SEL. AIM / RET. AIM / POST %C	SPEED CORRECT PRE RC / SEL. AIM / RET. AIM / POST RC	ADULT NORM	SPEED INCORRECT PRE RE / SEL. AIM / RET. AIM / POST RE
FIND LETTERS 26				74.9 / 100	7.78 / 15.0		2.60 / .00
SAY UPPER CASE 26				76.7 / 100	13.7 / 43.4		4.15 / .00
SAY LOWER CASE 26				63.1 / 94.6	12.0 / 33.0		6.99 / 1.85
COPY UPPER CASE 26				92.9 / 100	7.70 / 12.5		.58 / .00
COPY LOWER CASE 26				91.0 / 100	7.50 / 13.0		.70 / .00
SAY LETTER SOUNDS 26				* / 90.0	* / 14.0		* / 1.50
WRITE LETTERS 26				69.1 / 95.1	5.50 / 10.5		2.45 / 0.53
READ WORDS 30				* / 76.7	* / 13.2		* / 4.00
READ TEXT				* / 87.0	* / 27.0		* / 4.00
NAME NUMBERS 20				87.9 / 100	24.8 / 54.3		3.40 / .00
WRITE NUMBERS 10				62.8 / 100	6.25 / 14.3		3.70 / .00
COUNT OBJECTS 10				86.8 / 100	8.75 / 11.0		1.33 / .00
IDENT. NUMBERS 10				74.3 / 100	5.80 / 8.00		2.00 / .00
SAY ADDITION FACTS 18				* / 100	* / 11.0		* / .00
WRITE ADDITION FACTS 18				* / 100	* / 8.90		* / .00
SAY SUBTRACTION FACTS 18				* / 100	* / 100		* / .00

FLORIDA LANGUAGE PROFILE SUMMARY DATA SHEET

PART A

PRE SAMPLE DATE: _____ TEACHING WEEKS: _____ POST SAMPLE DATE: _____

F.L.P. CONCEPTS		TARGET	ITEMS SAMP. PRE	ITEMS SAMP. POST	ACCURACY PRE %C / SEL. AIM / RET. AIM / POST %C	SPEED CORRECT PRE RC / SEL. AIM / RET. AIM / POST RC	ADULT NORM	SPEED INCORRECT PRE RE / SEL. AIM / RET. AIM / POST RE
BODY PARTS	21				89.2 / 100	20.0 / 27.3		24.1 / 00
RIGHT-LEFT	10				29.8 / 83.5	3.45 / 12.2		8.10 / 2.41
ROTE COUNTING	20				100 / 100	86.4 / 12.6		00 / 00
TIME	13				67 / 89.7	9.20 / 16.2		4.60 / 1.85
SIZE-QUANTITY	10				81.5 / 93.6	11.8 / 16.7		2.67 / 1.14
SHAPE	6				56.8 / 85.5	8.77 / 18.2		6.67 / 3.08
POSITION-DIRECT.	10				89.9 / 100	12.3 / 17.2		1.39 / 00
SAME-DIFF.					100 / 100	18.8 / 31.2		00 / 00
CLOCK TIME	10				6.67 / 48.9	0.83 / 6.10		11.6 / 6.36
NEGATION	10				86.1 / 100	10.7 / 14.7		1.72 / 00
LET./NUM. DISC.					91.2 / 100	29.9 / 41.4		2.86 / 00
COLOR	10				100 / 100	27.3 / 40.0		00 / 00

NAME: _____ SCHOOL: _____

AGE: _____ * > 20% could not do task GRADE: FIRST - WINTER

SEX: _____ Teacher: _____

FLORIDA LANGUAGE PROFILE SUMMARY DATA SHEET

PART B

PRE SAMPLE DATE: _____ TEACHING WEEKS: _____ POST SAMPLE DATE: _____

F.L.P CONCEPTS		TARGET	ITEMS SAMP. PRE	ITEMS SAMP. POST	ACCURACY PRE %C	ACCURACY SEL. AIM	ACCURACY RET. AIM	ACCURACY POST %C	SPEED CORRECT PRE RC	SPEED CORRECT SEL. AIM	SPEED CORRECT RET. AIM	SPEED CORRECT POST RC	ADULT NORM	SPEED INCORRECT PRE RE	SPEED INCORRECT SEL. AIM	SPEED INCORRECT RET. AIM	SPEED INCORRECT POST RE
FIND LETTERS	26				73			100	8 0			14.0		3.0			.00
SAY UPPER CASE	26				82.3			100	22.7			49.1		4.88			.00
SAY LOWER CASE	26				65			93.9	16.4			36.8		9.00			2.38
COPY UPPER CASE	26				95			100	9.50			13.0		0.50			.00
COPY LOWER CASE	26				90			100	9.50			14.1		1.00			.00
SAY LETTER SOUNDS	26				32			86	3.0			12.0		6.5			2.0
WRITE LETTERS	26				67			95.1	6.0			10.0		3.00			0.51
READ WORDS	30				35			77.4	6.0			14.0		11.0			4.08
READ TEXT					35			72	6.0			18.0		11.0			7.0
NAME NUMBERS	20				88.9			100	37.5			62.5		4.65			.00
WRITE NUMBERS	10				68.1			100	7.52			14.7		3.51			.00
COUNT OBJECTS	10				86.0			100	8.42			11.8		1.37			.00
IDENT. NUMBERS	10				71			100	5.0			8.0		2.0			0.0
SAY ADDITION FACTS	18				29			100	2.0			11.0		5.0			.00
WRITE ADDITION FACTS	18				36.8			100	2.04			8.0		3.5			.00
SAY SUBTRACTION FACTS	18				16			89	1.5			8.0		8.0			1.0

FLORIDA LANGUAGE PROFILE SUMMARY DATA SHEET

PART A

PRE SAMPLE DATE: _____ TEACHING WEEKS: _____ POST SAMPLE DATE: _____

F.L.P. CONCEPTS		TARGET	ITEMS SAMP. PRE	ITEMS SAMP. POST	ACCURACY PRE %C / SEL. AIM / RET. AIM / POST %C	SPEED CORRECT PRE RC / SEL. AIM / RET. AIM / POST RC	ADULT NORM	SPEED INCORRECT PRE RE / SEL. AIM / RET. AIM / POST RE
BODY PARTS	21				89.4 / 100	21.6 / 28.1		2.54 / .00
RIGHT-LEFT	10				52.1 / 82.9	7.10 / 13.9		6.51 / 2.85
ROTE COUNTING	20				100 / 100	86.9 / 133		00 / 00
TIME	13				68.0 / 90.6	10.0 / 18.1		4.70 / 1.87
SIZE-QUANTITY	10				85.2 / 92.8	14.9 / 19.1		2.57 / 1.48
SHAPE	6				61.9 / 86.0	10.7 / 19.9		6.57 / 3.23
POSITION-DIRECT.	10				86.0 / 100	14.9 / 19.7		1.72 / .00
SAME-DIFF.					100 / 100	24.1 / 32.0		.00 / .00
CLOCK TIME	10				30.1 / 63.2	4.51 / 8.62		9.62 / 5.00
NEGATION	10				86.8 / 100	13.2 / 17.1		2.00 / .00
LET./NUM. DISC.					95.3 / 100	36.4 / 47.2		1.72 / .00
COLOR	10				100 / 100	32.1 / 45.1		.00 / .00

NAME: _____ SCHOOL: _____

AGE: _____ * > 20% could not do task GRADE: FIRST - SPRING

SEX: _____ Teacher: _____

FLORIDA LANGUAGE PROFILE — SUMMARY DATA SHEET

PART B

PRE SAMPLE DATE: _____ TEACHING WEEKS: _____ POST SAMPLE DATE: _____

F.L.P CONCEPTS		TARGET	ITEMS SAMP. PRE	ITEMS SAMP. POST	ACCURACY PRE %C / SEL. AIM / RET. AIM / POST %C	SPEED CORRECT PRE RC / SEL. AIM / RET. AIM / POST RC	ADULT NORM	SPEED INCORRECT PRE RE / SEL. AIM / RET. AIM / POST RE
FIND LETTERS	26				85.4 / 100	10.5 / 16.9		1.79 / .00
SAY UPPER CASE	26				89.9 / 100	30.5 / 67.5		3.42 / .00
SAY LOWER CASE	26				81.2 / 96.4	25.2 / 54.0		5.82 / 1.97
COPY UPPER CASE	26				93.8 / 100	9.0 / 14.3		.59 / .00
COPY LOWER CASE	26				92.7 / 100	10.0 / 15.0		0.70 / .00
SAY LETTER SOUNDS	26				62.4 / 94.7	8.00 / 18.0		4.82 / 1.00
WRITE LETTERS	26				78.9 / 100	7.50 / 13.0		2.00 / .00
READ WORDS	30				61.1 / 88.0	11.0 / 22.0		7.00 / 3.00
READ TEXT					55.5 / 87.8	10.0 / 29.0		8.00 / 4.00
NAME NUMBERS	20				93.1 / 100	45.5 / 76.0		3.33 / .00
WRITE NUMBERS	10				83.3 / 100	10.4 / 17.5		2.08 / .00
COUNT OBJECTS	10				86.9 / 100	10.0 / 12.9		1.50 / .00
IDENT. NUMBERS	10				80.1 / 100	6.00 / 8.70		1.49 / .00
SAY ADDITION FACTS	18				75.5 / 100	7.00 / 15.0		2.27 / .00
WRITE ADDITION FACTS	19				77.7 / 100	5.00 / 11.5		1.43 / .00
SAY SUBTRACTION FACTS	18				57.1 / 95.2	4.00 / 10.0		3.00 / .50

APPENDIX C

TABLE

OF

RATES

1 - 120 SECONDS

1 - 30 MOVEMENTS

MIN / SEC	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0:01	50.0	100.	150.	200.	250.	300.	350.	400.	450.	500.	550.	600.	650.	700.	750.
0:02	33.3	66.7	100.	133.	166.	200.	233.	266.	300.	333.	366.	400.	433.	466.	500.
0:03	20.0	40.0	60.0	80.0	100.	120.	140.	160.	180.	200.	220.	240.	260.	280.	300.
0:04	14.3	28.6	42.9	57.1	71.4	85.7	100.	114.	128.	142.	157.	171.	185.	200.	214.
0:05	12.5	25.0	37.5	50.0	62.5	75.0	87.5	100.	113.	125.	137.	150.	162.	175.	187.
0:06	10.0	20.0	30.0	40.0	50.0	60.0	70.0	80.0	90.0	100.	110.	120.	130.	140.	150.
0:07	8.33	16.7	25.0	33.3	41.7	50.0	58.3	66.7	75.0	83.3	91.7	100.	108.	116.	125.
0:08	7.70	15.3	23.0	30.7	38.5	46.1	53.9	61.5	69.2	76.9	84.6	92.3	100.	107.	115.
0:09	6.67	13.3	20.0	26.7	33.3	40.0	46.7	53.3	60.0	66.7	73.3	80.0	86.7	93.3	100.
0:10	5.88	11.8	17.6	23.5	29.4	35.3	41.2	47.1	52.9	58.8	64.7	70.6	76.5	82.4	88.2
0:11	5.56	11.1	16.7	22.2	27.8	33.3	38.9	44.4	50.0	55.5	61.1	66.7	72.2	77.8	83.3
0:12	5.00	10.0	15.0	20.0	25.0	30.0	35.0	40.0	45.0	50.0	55.0	60.0	65.0	70.0	75.0
0:13	4.55	9.09	13.6	18.2	22.7	27.3	31.8	36.3	40.9	45.4	50.0	54.5	59.0	63.6	68.1
0:14	4.35	8.70	13.0	17.4	21.7	26.1	30.4	34.8	39.1	43.5	47.8	52.2	56.5	60.9	65.2
0:15	4.00	8.00	12.0	16.0	20.0	24.0	28.0	32.0	36.0	40.0	44.0	48.0	52.0	56.0	60.0
0:16	3.70	7.40	11.1	14.8	18.5	22.2	25.9	29.6	33.3	37.0	40.7	44.4	48.1	51.8	55.6
0:17	3.57	7.14	10.7	14.3	17.9	21.4	25.0	28.6	32.1	35.8	39.3	42.9	46.4	50.0	53.6
0:18	3.33	6 67	10.0	13.3	16.7	20.0	23.3	26.7	30.0	33.3	36.7	40.0	43.3	46.7	50.0
0:19	3.13	6.25	9.38	12.5	15.6	18.7	21.8	25.0	28.1	31.2	34.4	37.5	40.6	43.7	46.8
0:20	3.03	6.06	9.09	12.1	15.1	18.2	21.2	24.2	27.3	30.3	33.3	36.4	39.4	42.4	45.4
0:21	2.86	5.71	8.57	11.4	14.3	17.1	20.0	22.9	25.7	28.6	31.4	34.3	37.1	40.0	42.9
0:22	2.70	5.40	8.11	10.8	13.5	16.2	18.9	21.6	24.3	27.0	29.7	32.4	35.1	37.8	40.5
0:23	2.63	5.26	7.89	10.5	13.1	15.8	18.4	21.0	23.7	26.3	29.0	31.6	34.2	36.8	39.5
0:24	2.50	5.00	7.50	10.0	12.5	15.0	17.5	20.0	22.5	25.0	27.5	30.0	32.5	35.0	37.5
0:25	2.38	4.76	7.14	9.52	11.9	14.3	16.7	19.0	21.4	23.8	26.2	28.6	31.0	33.3	35.7
0:26	2.33	4.65	6.98	9.30	11.6	13.9	16.3	18.6	20.9	23.3	25.6	27.9	30.2	32.6	34.8
0:27	2.17	4.35	6.52	8.70	10.8	13.0	15.2	17.4	19.6	21.7	24.0	26.0	28.3	30.4	32.6
0:28	2.13	4.26	6.38	8.51	10.6	12.7	14.9	17.0	19.1	21.3	23.4	25.5	27.6	29.8	31.9
0:29	2.08	4.17	6.25	8.33	10.4	12.5	14.6	16.7	18.7	20.8	22.9	25.0	27.0	29.2	31.2
0:30	2.00	4.00	6.00	8.00	10.0	12.0	14.0	16.0	18.0	20.0	22.0	24.0	26.0	28.0	30.0

MOV / SEC	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
0:01	800.	850.	900.	950.	1000										
0:02	533.	566.	600.	633.	666.										
0:03	320.	340.	360.	380.	400.										
0:04	228.	242.	257.	271.	285.	300.	314.	329.	343.	357.	371.	386.	401.		
0:05	200.	212.	225.	237.	250.	263.	275.	288.	300.						
0:06	160.	170.	180.	190.	200.	210.	220.	230.	240.	250.	260.	270.	280.	290.	300.
0:07	133.	141.	150.	158.	167.	175.	183.	192.	200.	208.	217.	225.	233.	242.	250.
0:08	123.	130.	138.	146.	154.	162.	169.	177.	185.	192.	200.	208.	215.	223.	231.
0:09	106.	113.	120.	126.	133.	140.	147.	153.	160.	167.	173.	180.	187.	193.	200.
0:10	94.1	100.	105.	112.	118.	124.	129.	135.	141.	147.	153.	159.	35.	171.	176.
0:11	88.9	94.4	100.	105.	111.	117.	122.	128.	133.	139.	144.	150.	156.	161.	167.
0:12	80.0	85.0	90.0	95.0	100.	105.	110.	115.	120.	125.	130.	135.	140.	145.	150.
0:13	72.7	77.3	81.8	86.4	90.9	95.5	100.	105.	109.	114.	118.	123.	127.	132.	136.
0:14	69.6	73.9	78.3	82.6	86.9	91.3	95.7	100.	104.	109.	113.	117.	122.	126.	130.
0:15	64.0	68.0	72.0	76.0	80.0	84.0	88.0	92.0	96.0	100.	104.	108.	112.	116.	120.
0:16	59.3	62.9	66.7	70.4	74.1	77.8	81.5	85.2	88.9	92.6	96.3	100.	104.	107.	111.
0:17	57.1	60.7	64.3	67.9	71.4	75.0	78.6	82.1	85.7	89.3	92.9	96.4	100.	104.	107.
0:18	53.3	56.7	60.0	63.3	66.7	70.0	73.3	76.7	80.0	83.3	86.7	90.0	93.3	96.7	100.
0:19	50.0	53.1	56.2	59.4	62.5	65.6	68.8	71.9	75.0	78.1	81.3	84.4	87.5	90.6	93.8
0:20	48.5	51.5	54.5	57.6	60.6	63.6	66.7	69.7	72.7	75.8	78.8	81.9	84.8	87.9	90.9
0:21	45.7	48.6	51.4	54.3	57.1	60.1	62.9	65.8	68.6	71.5	74.4	77.2	80.1	82.9	85.8
0:22	43.2	46.0	48.6	51.3	54.0	56.8	59.5	62.2	64.9	67.6	70.3	73.0	75.7	78.4	81.1
0:23	42.1	44.7	47.4	50.0	52.6	55.3	57.9	60.5	63.2	65.8	68.4	71.1	73.7	76.3	78.9
0:24	40.0	42.5	45.0	47.5	50.0	52.5	55.0	57.5	60.0	62.5	65.0	67.5	70.0	72.5	75.0
0:25	38.1	40.5	42.9	45.2	47.6	50.0	52.4	54.8	57.1	59.5	61.9	64.3	66.7	69.0	71.4
0:26	37.2	39.5	41.8	44.2	46.5	50.0	51.2	53.5	55.8	58.1	60.5	62.8	65.1	67.4	69.8
0:27	34.8	36.9	39.1	41.3	43.5	45.7	47.8	50.0	52.2	54.3	56.5	58.7	60.9	63.0	65.2
0:28	34.0	36.2	38.3	40.4	42.5	44.7	46.8	48.9	51.1	53.2	55.3	57.4	59.6	61.7	63.8
0:29	33.3	35.4	37.5	39.6	41.7	43.8	45.8	47.9	50.0	52.1	54.2	56.3	58.3	60.4	62.5
0:30	32.0	34.0	36.0	38.0	40.0	42.0	44.0	46.0	48.0	50.0	52.0	54.0	56.0	58.0	60.0

MOU / SEC.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0:31	1.92	3.85	5.77	7.69	9.62	11.5	13.5	15.4	17.3	19.2	21.1	23.1	25.0	26.9	28.8
0:32	1.89	3.77	5.66	7.55	9.43	11.3	13.2	15.0	16.9	18.9	20.7	22.6	24.5	26.4	28.3
0:33	1.79	3.57	5.36	7.14	8.93	10.7	12.5	14.3	16.0	17.9	19.6	21.4	23.2	25.0	26.9
0:34	1.75	3.51	5.26	7.02	8.77	10.5	12.3	14.0	15.8	17.5	19.3	21.0	22.8	24.6	26.3
0:35	1.72	3.45	5.17	6.90	8.62	10.3	12.0	13.8	15.5	17.2	19.0	20.7	22.4	24.1	25.8
0:36	1.67	3.33	5.00	6.67	8.33	10.0	11.6	13.3	15.0	16.7	18.3	20.0	21.7	23.3	25.1
0:37	1.61	3.23	4.84	6.45	8.06	9.68	11.3	12.9	14.5	16.1	17.7	19.3	21.0	22.6	24.2
0:38	1.59	3.17	4.76	6.35	7.94	9.52	11.1	12.7	14.3	15.9	17.5	19.0	20.6	22.2	23.9
0:39	1.54	3.08	4.61	6.15	7.69	9.23	10.8	12.3	13.8	15.4	16.9	18.5	20.0	21.5	23.1
0:40	1.49	2.99	4.48	5.97	7.46	8.96	10.4	11.9	13.4	14.9	16.4	17.9	19.4	20.9	22.4
0:41	1.47	2.94	4.41	5.88	7.35	8.82	10.3	11.8	13.2	14.7	16.2	17.6	19.1	20.6	22.1
0:42	1.43	2.86	4.29	5.71	7.14	8.57	10.0	11.4	12.9	14.3	15.7	17.1	18.6	20.0	21.5
0:43	1.39	2.78	4.17	5.56	6.94	8.33	9.72	11.1	12.5	13.9	15.3	16.7	18.1	19.4	20.9
0:44	1.37	2.74	4.11	5.48	6.85	8.22	9.59	10.9	12.3	13.7	15.0	16.4	17.8	19.2	20.6
0:45	1.33	2.67	4.00	5.33	6.67	8.00	9.33	10.7	12.0	13.3	14.7	16.0	17.3	18.7	20.0
0:46	1.30	2.60	3.90	5.19	6.49	7.80	9.09	10.4	11.7	12.9	14.3	15.6	16.8	18.2	19.5
0:47	1.28	2.56	3.85	5.13	6.41	7.70	8.97	10.2	11.5	12.8	14.1	15.4	16.7	17.9	19.2
0:48	1.25	2.50	3.75	5.00	6.25	7.50	8.75	10.0	11.2	12.5	13.7	15.0	16.2	17.5	18.8
0:49	1.22	2.44	3.66	4.88	6.10	7.31	8.54	9.76	11.0	12.2	13.4	14.6	15.8	17.0	18.3
0:50	1.20	2.41	3.61	4.82	6.02	7.23	8.43	9.64	10.8	12.0	13.2	14.5	15.6	16.9	18.0
0:51	1.18	2.35	3.53	4.71	5.88	7.06	8.24	9.41	10.6	11.8	13.0	14.1	15.3	16.5	17.7
0:52	1.15	2.30	3.45	4.60	5.75	6.90	8.05	9.20	10.3	11.5	12.6	13.8	14.9	16.1	17.3
0:53	1.14	2.27	3.41	4.55	5.68	6.81	7.95	9.09	10.2	11.4	12.5	13.6	14.8	15.9	17.1
0:54	1.11	2.22	3.33	4.44	5.56	6.67	7.78	8.87	10.0	11.1	12.2	13.3	14.4	15.6	16.7
0:55	1.09	2.17	3.26	4.35	5.43	6.52	7.61	8.70	9.78	10.9	12.0	13.0	14.1	15.2	16.4
0:56	1.08	2.15	3.23	4.30	5.38	6.45	7.53	8.60	9.68	10.7	11.8	12.9	14.0	15.0	16.2
0:57	1.05	2.11	3.16	4.21	5.26	6.32	7.37	8.42	9.47	10.5	11.6	12.6	13.7	14.7	15.8
0:58	1.03	2.06	3.09	4.12	5.15	6.19	7.22	8.25	9.28	10.3	11.3	12.4	13.4	14.4	15.5
0:59	1.02	2.04	3.06	4.08	5.10	6.12	7.14	8.16	9.18	10.2	11.2	12.2	13.3	14.3	15.3
1:00	1.00	2.00	3.00	4.00	5.00	6.00	7.00	8.00	9.00	10.0	11.0	12.0	13.0	14.0	15.0

MOV / SEC	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
0:31	30.8	32.7	34.6	36.5	38.5	40.4	42.3	44.2	46.2	48.1	50.0	51.9	53.8	55.8	57.7
0:32	30.2	32.1	34.0	35.8	37.7	39.6	41.5	43.4	45.3	47.2	49.1	50.9	52.8	54.7	56.6
0:33	28.6	30.4	32.1	33.9	35.7	37.5	39.3	41.1	42.9	44.6	46.4	48.2	50.0	51.8	53.6
0:34	28.1	29.8	31.6	33.3	35.1	36.8	38.6	40.4	42.1	43.9	45.6	47.4	49.1	50.9	52.6
0:35	27.6	29.3	31.0	32.8	34.5	36.2	37.9	39.7	41.4	43.1	44.8	46.6	48.3	50.0	51.7
0:36	26.7	28.3	30.0	31.7	33.3	35.0	36.7	38.3	40.0	41.7	43.3	45.0	46.7	48.3	50.0
0:37	25.8	27.4	29.0	30.6	32.3	33.9	35.5	37.1	38.7	40.3	41.9	43.5	45.2	46.8	48.4
0:38	25.4	27.0	28.6	30.2	31.7	33.3	34.9	36.5	38.1	39.7	41.3	42.9	44.4	46.0	47.6
0:39	24.6	26.2	27.7	29.2	30.8	32.3	33.8	35.4	36.9	38.5	40.0	41.5	43.1	44.6	46.2
0:40	23.9	25.4	26.9	28.4	29.9	31.3	32.8	34.3	35.8	37.3	38.8	40.3	41.8	43.3	44.8
0:41	23.5	25.0	26.5	27.9	29.4	30.9	32.4	33.8	35.3	36.8	38.2	39.7	41.2	42.6	44.1
0:42	22.9	24.3	25.7	27.1	28.6	30.0	31.4	32.9	34.3	35.7	37.1	38.6	40.0	41.4	42.9
0:43	22.2	23.6	25.0	26.4	27.8	29.2	30.6	31.9	33.3	34.7	36.1	37.5	38.9	40.3	41.7
0:44	21.9	23.3	24.7	26.0	27.4	28.8	30.1	31.5	32.9	34.2	35.6	37.0	38.4	39.7	41.1
0:45	21.3	22.7	24.0	25.3	26.7	28.0	29.3	30.7	32.0	33.3	34.7	36.0	37.3	38.7	40.0
0:46	20.8	22.1	23.4	24.7	26.0	27.3	28.6	29.9	31.2	32.5	33.8	35.1	36.4	37.7	39.0
0:47	20.5	21.8	23.1	24.4	25.6	26.9	28.2	29.5	30.8	32.1	33.3	34.6	35.9	37.2	38.5
0:48	20.0	21.3	22.5	23.8	25.0	26.3	27.5	28.8	30.0	31.3	32.5	33.8	35.0	36.3	37.5
0:49	19.5	20.7	21.9	23.2	24.4	25.6	26.8	28.0	29.3	30.5	31.7	32.9	34.1	35.4	36.6
0:50	19.3	20.5	21.7	22.9	24.1	25.3	26.5	27.7	28.9	30.1	31.3	32.5	33.7	34.9	36.1
0:51	18.8	20.0	21.2	22.4	23.5	24.7	25.9	27.1	28.2	29.4	30.6	31.8	32.9	34.1	35.3
0:52	18.4	19.5	20.7	21.8	23.0	24.1	25.3	26.4	27.6	28.7	29.9	31.0	32.2	33.3	34.5
0:53	18.2	19.3	20.5	21.6	22.7	23.9	25.0	26.1	27.3	28.4	29.5	30.7	31.8	32.9	34.1
0:54	17.8	18.9	20.0	21.1	22.2	23.3	24.4	25.6	26.7	27.8	28.9	30.0	31.1	32.2	33.3
0:55	17.4	18.5	19.6	20.7	21.7	22.8	23.9	25.0	26.1	27.1	28.3	29.3	30.1	31.5	32.6
	17.2	18.3	19.4	20.4	21.5	22.6	23.7	24.7	25.8	26.9	27.9	29.0	30.1	31.2	32.3
0:57	16.8	17.9	18.9	20.0	21.1	22.1	23.2	24.2	25.3	26.3	27.4	28.4	29.5	30.5	31.6
0:58	16.5	17.5	18.6	19.6	20.6	21.6	22.7	23.7	24.7	25.8	26.8	27.8	28.9	29.9	30.9
0:59	16.3	17.3	18.4	19.4	20.4	21.4	22.4	23.5	24.5	25.5	26.5	27.5	28.6	29.6	30.6
1:00	16.0	17.0	18.0	19.0	20.0	21.0	22.0	23.0	24.0	25.0	26.0	27.0	28.0	29.0	30.0

MOV. / SEC	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1:01	.980	1.96	2.94	3.92	4.90	5.88	6.86	7.84	8.82	9.80	10.8	11.8	12.7	13.7	14.7
1:02	.971	1.94	2.91	3.88	4.85	5.82	6.79	7.76	8.73	9.70	10.7	11.7	12.6	13.6	14.6
1:03	.952	1.90	2.86	3.81	4.76	5.71	6.67	7.62	8.57	9.52	10.5	11.4	12.4	13.3	14.3
1:04	.935	1.87	2.80	3.74	4.67	5.60	6.54	7.48	8.41	9.35	10.3	11.2	12.1	13.0	14.0
1:05	.926	1.85	2.78	3.70	4.63	5.56	6.48	7.41	8.33	9.26	10.2	11.1	12.0	12.9	13.9
1:06	.909	1.82	2.73	3.64	4.55	5.45	6.36	7.27	8.18	9.09	10.0	10.9	11.8	12.7	13.6
1:07	.893	1.79	2.68	3.57	4.46	5.36	6.25	7.14	8.04	8.93	9.82	10.7	11.6	12.5	13.4
1:08	.885	1.77	2.65	3.54	4.42	5.31	6.19	7.08	7.96	8.85	9.73	10.6	11.5	12.4	13.3
1:09	.869	1.74	2.61	3.48	4.35	5.22	6.09	6.96	7.83	8.69	9.57	10.4	11.3	12.2	13.0
1:10	.855	1.71	2.56	3.42	4.27	5.13	5.98	6.84	7.69	8.55	9.40	10.3	11 1	12.0	12.8
1:11	.847	1.69	2.54	3.39	4.24	5.08	5.93	6.78	7.63	8.47	9.32	10.2	11.0	11.9	12.7
1:12	.833	1.67	2.50	3.33	4.17	5.00	5.83	6.67	7.50	8.33	9.17	10.0	10.8	11.7	12.5
1:13	.819	1.64	2.46	3.28	4.10	4.92	5.74	6.56	7.38	8.20	9.02	9.84	10.7	11.5	12.3
1:14	.813	1.63	2.44	3.25	4.07	4.89	5.69	6.50	7.32	8.13	8.94	9.76	10.6	11.4	12.2
1:15	.800	1.60	2.40	3.20	4.00	4.80	5.60	6.40	7.20	8.00	8.80	9.60	10.4	11.2	12.0
1:16	.787	1.57	2.36	3.15	3.94	4.72	5.51	6.30	7.09	7.87	8.66	9.45	10.2	11.0	11.8
1:17	.781	1.56	2.34	3.13	3.91	4.69	5.47	6.25	7.03	7.81	8.59	9.37	10.2	10.9	11.7
1:18	.769	1.54	2.31	3.08	3.85	4.62	5.38	6.15	6.92	7.69	8.46	9.23	10.0	10.8	11.5
1:19	.758	1.51	2.27	3.03	3.78	4.54	5.30	6.06	6.82	7.58	8.33	9.09	9.85	10.6	11.4
1:20	.752	1.50	2.26	3.01	3.76	4.51	5.26	6.02	6.77	7.52	8.27	9.02	9.77	10.5	11.3
1:21	.741	1.48	2.22	2.96	3.70	4.44	5.19	5.93	6.67	7.41	8.15	8.89	9.63	10.4	11.1
1:22	.730	1.46	2.19	2.92	3.65	4.38	5.11	5.84	6.57	7.30	8.03	8.76	9.49	10.2	10.9
1:23	.725	1.45	2.17	2.90	3.62	4.35	5.07	5.80	6.52	7.25	7.97	8.69	9.42	10.1	10.9
1:24	.714	1.43	2.14	2.86	3.57	4.28	5.00	5.71	6.43	7.14	7.86	8.57	9.28	10.0	10.7
1:25	.704	1.41	2.11	2.82	3.52	4.23	4.93	5.63	6.34	7.04	7.75	8.45	9.15	9.86	10.6
1:26	.699	1.40	2.09	2.80	3.50	4.20	4.90	5.60	6.29	6.99	7.69	8.39	9.09	9.79	10.5
1:27	.685	1.37	2.05	2.74	3.42	4.11	4.79	5.48	6.16	6.85	7.53	8.22	8.90	9.59	10.3
1:28	.680	1.36	2.04	2.72	3.40	4.08	4.76	5.44	6.12	6.80	7.48	8.16	8.84	9.52	10.2
1:29	.676	1.35	2.03	2.70	3.38	4.05	4.73	5.40	6.08	6.76	7.43	8.11	8.78	9.46	10.1
1:30	.667	1.33	2.00	2.67	3.33	4.00	4.67	5.33	6.00	6.67	7.33	8.00	8.67	9.33	10.0

Mai / Sec.	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1:01	15.7	16.7	17.6	18.6	19.6	20.6	21.6	22.5	23.5	24.5	25.5	26.5	27.5	28.4	29.4
1:02	15.5	16.5	17.5	18.4	19.4	20.4	21.4	22.3	23.3	24.3	25.2	26.2	27.2	28.2	29.1
1:03	15.2	16.2	17.1	18.1	19.0	20.0	20.9	21.9	22.9	23.8	24.8	25.7	26.	27.6	28.6
1:04	14.9	15.9	16.8	17.8	18.7	19.6	20.6	21.5	22.4	23.4	24.3	25.2	26.2	27.1	28.0
1:05	14.8	15.7	16.7	17.6	18.5	19.4	20.3	21.3	22.2	23.1	24.1	25.0	25.9	26.9	27.8
1:06	14.5	15.4	16.3	17.3	18.2	19.1	20.0	20.9	21.8	22.7	23.6	24.5	25.4	26.4	27.3
1:07	14.3	15.2	16.1	17.0	17.9	18.7	19.6	20.5	21.4	22.3	23.2	24.1	25.0	25.9	26.8
1:08	14.2	15.0	15.9	16.8	17.7	18.6	19.5	20.4	21.2	22.1	23.0	23.9	24.8	25.7	26.5
1:09	13.9	14.8	15.7	16.5	17.4	18.3	19.1	20.0	20.9	21.7	22.6	23.5	24.3	25.2	26.1
1:10	13.7	14.5	15.4	16.2	17.1	17.9	18.8	19.7	20.5	21.4	22.2	23.1	23.9	24.8	25.6
1:11	13.6	14.4	15.3	16.1	16.9	17.8	18.6	19.5	20.3	21.2	22.0	22.9	23.7	24.8	25.4
1:12	13.3	14.2	15.0	15.8	16.7	17.5	18.3	19.2	20.0	20.8	21.7	22.5	23.3	24.2	25.0
1:13	13.1	13.9	14.8	15.6	16.4	17.2	18.0	18.9	19.7	20.5	21.3	22.1	22.9	23.8	24.6
1:14	13.0	13.8	14.6	15.4	16.3	17.1	17.9	18.7	19.5	20.3	21.1	21.9	22.8	23.6	24.4
1:15	12.8	13.6	14.4	15.2	16.0	16.8	17.6	18.4	19.2	20.0	20.8	21.6	22.5	23.4	24.0
1:16	12.6	13.4	14.2	15.0	15.7	16.5	17.3	18.1	18.9	19.7	20.5	21.3	22.0	22.8	23.6
1:17	12.5	13.3	14.1	14.8	15.6	16.4	17.2	18.0	18.7	19.5	20.3	21.1	21.9	22.7	23.4
1:18	12.3	13.1	13.8	14.6	15.4	16.2	16.9	17.7	18.5	19.2	20.0	20.8	21.5	22.3	23.1
1:19	12.1	12.9	13.6	14.4	15.2	15.9	16.7	17.4	18.2	18.9	19.7	20.5	21.2	22.0	22.7
1:20	12.0	12.8	13.5	14.3	15.0	15.8	16.5	17.3	18.0	18.8	19.5	20.3	21.1	21.8	22.6
1:21	11.8	12.6	13.3	14.1	14.8	15.6	16.3	17.0	17.8	18.5	19.3	20.0	20.7	21.5	22.2
1:22	11.7	12.4	13.1	13.9	14.6	15.3	16.1	16.8	17.5	18.2	19.0	19.7	20.4	21.2	21.9
1:23	11.6	12.3	13.0	13.8	14.5	15.2	15.9	16.7	17.4	18.1	18.8	19.6	20.3	21.0	21.7
1:24	11.4	12.1	12.8	13.6	14.3	15.0	15.7	16.4	17.1	17.8	18.6	19.3	20.0	20.7	21.4
1:25	11.3	12.0	12.7	13.4	14.1	14.8	15.5	16.2	16.9	17.6	18.3	19.0	19.7	20.4	21.1
1:26	11.2	11.9	12.6	13.3	14.0	14.7	15.4	16.1	16.8	17.5	18.2	18.9	19.6	20.3	21.0
1:27	10.9	11.6	12.3	13.0	13.7	14.4	15.1	15.7	16.4	17.1	17.8	18.5	19.2	19.9	20.5
1:28	10.9	11.6	12.2	12.9	13.6	14.3	15.0	15.6	16.3	17.0	17.7	18.4	19.0	19.7	20.4
1:29	10.8	11.5	12.2	12.8	13.5	14.2	14.9	15.5	16.2	16.9	17.6	18.2	18.9	19.6	20.3
1:30	10.7	11.3	12.0	12.7	13.3	14.0	14.7	15.3	16.0	16.7	17.3	18.0	18.7	19.3	20.0

mov. / SEC.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1:31	.658	1.32	1.97	2.63	3.29	3.94	4.61	5.26	5.92	6.58	7.24	7.89	8.55	9.21	9.87
1:32	.654	1.31	1.96	2.61	3.27	3.92	4.57	5.23	5.88	6.54	7.19	7.84	8.50	9.15	9.80
1:33	.641	1.28	1.92	2.56	3.20	3.85	4.49	5.13	5.77	6.41	7.05	7.69	8.33	8.97	9.61
1:34	.637	1.27	1.91	2.55	3.18	3.82	4.46	5.10	5.73	6.37	7.01	7.64	8.28	8.92	9.55
1:35	.633	1.26	1.90	2.53	3.16	3.80	4.43	5.06	5.70	6.33	6.96	7.59	8.23	8.86	9.49
1:36	.625	1.25	1.88	2.50	3.13	3.75	4.38	5.00	5.63	6.25	6.88	7.50	8.13	8.75	9.38
1:37	.617	1.23	1.85	2.47	3.09	3.70	4.32	4.94	5.56	6.17	6.79	7.41	8.02	8.64	9.26
1:38	.613	1.23	1.84	2.45	3.07	3.68	4.29	4.91	5.52	6.13	6.75	7.36	7.98	8.59	9.20
1:39	.606	1.21	1.82	2.42	3.03	3.64	4.24	4.85	5.45	6.06	6.67	7.27	7.88	8.48	9.09
1:40	.599	1.20	1.80	2.40	2.99	3.59	4.19	4.79	5.39	5.99	6.59	7.19	7.78	8.38	8.98
1:41	.595	1.19	1.79	2.38	2.98	3.57	4.17	4.76	5.36	5.95	6.55	7.14	7.74	8.33	8.93
1:42	.588	1.18	1.76	2.35	2.94	3.53	4.12	4.71	5.29	5.88	6.47	7.06	7.65	8.23	8.82
1:43	.581	1.16	1.74	2.33	2.91	3.49	4.07	4.65	5.23	5.81	6.39	6.98	7.56	8.14	8.72
1:44	.578	1.16	1.73	2.31	2.90	3.47	4.05	4.62	5.20	5.78	6.36	6.94	7.51	8.09	8.67
1:45	.571	1.14	1.71	2.29	2.86	3.43	4.00	4.57	5.14	5.71	6.29	6.86	7.43	8.00	8.57
1:46	.564	1.13	1.69	2.26	2.82	3.39	3.95	4.52	5.08	5.64	6.21	6.78	7.34	7.90	8.47
1:47	.561	1.12	1.68	2.25	2.81	3.37	3.93	4.49	5.06	5.61	6.18	6.74	7.30	7.87	8.43
1:48	.556	1.11	1.67	2.22	2.78	3.33	3.89	4.44	5.00	5.56	6.11	6.67	7.22	7.78	9.44
1:49	.549	1.10	1.65	2.20	2.75	3.30	3.85	4.40	4.95	5.49	6.04	6.59	7.14	7.69	8.24
1:50	.546	1.09	1.64	2.19	2.73	3.28	3.82	4.37	4.92	5.46	6.01	6.56	7.10	7.65	8.20
1:51	.540	1.08	1.62	2.16	2.70	3.24	2.78	4.32	4.86	5.40	5.95	6.49	7.03	7.57	8.11
1:52	.534	1.07	1.60	2.14	2.67	3.21	3.74	4.28	4.81	5.34	5.88	6.42	6.95	7.49	8.02
1:53	.531	1.06	1.59	2.13	2.66	3.19	3.72	4.26	4.79	5.31	5.85	6.38	6.91	7.45	7.98
1:54	.526	1.05	1.58	2.10	2.63	3.16	3.68	4.21	4.73	5.26	5.79	6.32	6.84	7.36	7.89
1:55	.521	1.04	1.56	2.08	2.60	3.13	3.65	4.17	4.69	5.21	5.73	6.25	6.77	7.29	7.81
1:56	.518	1.04	1.55	2.07	2.59	3.11	3.63	4.15	4.66	5.18	5.70	6.22	6.73	7.25	7.77
1:57	.512	1.03	1.54	2.05	2.56	3.08	3.59	4.10	4.62	5.12	5.64	6.15	6.67	7.18	7.69
1:58	.508	1.02	1.52	2.03	2.54	3.05	3.55	4.06	4.57	5.08	5.58	6.09	6.60	7.11	7.61
1:59	.505	1.01	1.52	2.02	2.53	3.03	3.53	4.04	4.54	5.05	5.56	6.06	6.57	7.07	7.58
2:00	.500	1.00	1.50	2.00	2.50	3.00	3.50	4.00	4.50	5.00	5.50	6.00	6.50	7.00	7.50

mov / SEC	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1:31	10.5	11.2	11.8	12.5	13.1	13.8	14.5	15.1	15.8	16.4	17.1	17.8	18.4	19.1	19.7
1:32	10.4	11.1	11.8	12.4	13.1	13.7	14.4	15.0	15.7	16.3	17.0	17.6	18.3	18.9	19.6
1:33	10.3	10.9	11.5	12.2	12.8	13.5	14.1	14.7	15.4	16.0	16.7	17.3	17.9	18.6	19.2
1:34	10.2	10.8	11.5	12.1	12.7	13.4	14.0	14.6	15.3	15.9	16.6	17.2	17.8	18.5	19.1
1:35	10.1	10.8	11.4	12.0	12.7	13.3	13.9	14.5	15.2	15.8	16.5	17.1	17.7	18.4	19.0
1:36	10.0	10.6	11.3	11.9	12.5	13.1	13.8	14.4	15.0	15.6	16.3	16.9	17.5	18.1	18.8
1:37	9.88	10.5	11.1	11.7	12.3	13.0	13.6	14.2	14.8	15.4	16.0	16.7	17.3	17.9	18.5
1:38	9.82	10.4	11.0	11.7	12.3	12.9	13.5	14.1	14.7	15.3	15.9	16.6	17.2	17.8	18.4
1:39	9.70	10.3	10.9	11.5	12.1	12.7	13.3	13.9	14.5	15.2	15.8	16.4	17.0	17.6	18.2
1:40	9.58	10.2	10.8	11.4	12.0	12.6	13.2	13.8	14.4	15.0	15.6	16.2	16.8	17.4	18.0
1:41	9.52	10.1	10.7	11.3	11.9	12.5	13.1	13.7	14.3	14.9	15.5	16.1	16.7	17.3	17.9
1:42	9.41	10.0	10.6	11.2	11.8	12.4	12.9	13.5	14.1	14.7	15.3	15.9	16.5	17.1	17.6
1:43	9.30	9.88	10.5	11.0	11.6	12.2	12.8	13.4	13.9	14.5	15.1	15.7	16.3	16.9	17.4
1:44	9.25	9.83	10.4	11.0	11.5	12.1	12.7	13.3	13.9	14.5	15.0	15.6	16.2	16.8	17.3
1:45	9.14	9.71	10.3	10.9	11.4	12.0	12.6	13.1	13.7	14.3	14.9	15.4	16.0	16.6	17.1
1:46	9.04	9.60	10.2	10.7	11.3	11.9	12.4	13.0	13.6	14.1	14.7	15.3	15.8	16.4	16.9
1:47	8.99	9.55	10.1	10.7	11.2	11.8	12.4	12.9	13.5	14.0	14.6	15.2	15.7	16.3	16.8
1:48	8.89	9.44	10.0	10.6	11.1	11.7	12.2	12.8	13.3	13.9	14.4	15.0	15.6	16.1	16.7
1:49	8.80	9.34	9.89	10.4	11.0	11.5	12.1	12.6	13.2	13.7	14.3	14.8	15.4	15.9	16.5
1:50	8.74	9.29	9.84	10.4	10.9	11.5	12.0	12.6	13.1	13.7	14.2	14.8	15.3	15.8	16.4
1:51	8.65	9.19	9.73	10.3	10.8	11.4	11.9	12.4	13.0	13.5	14.1	14.6	15.1	15.7	16.2
1:52	8.56	9.09	9.63	10.2	10.7	11.2	11.8	12.3	12.8	13.4	13.9	14.4	15.0	15.5	16.0
1:53	8.51	9.04	9.57	10.1	10.6	11.2	11.7	12.2	12.8	13.3	13.8	14.4	14.9	15.4	15.9
1:54	8.42	8.95	9.47	10.0	10.5	11.1	11.6	12.1	12.6	13.2	13.7	14.2	14.7	15.3	15.8
1:55	8.33	8.85	9.37	9.90	10.4	10.9	11.5	12.0	12.5	13.0	13.5	14.1	14.6	15.1	15.6
1:56	8.29	8.81	9.33	9.84	10.4	10.9	11.4	11.9	12.4	12.9	13.5	14.0	14.5	15.0	15.5
1:57	8.21	8.72	9.23	9.74	10.3	10.8	11.3	11.8	12.3	12.8	13.3	13.8	14.4	14.9	15.4
1:58	8.12	8.63	9.14	9.64	10.2	10.7	11.2	11.7	12.2	12.7	13.2	13.7	14.2	14.7	15.2
1:59	8.08	8.59	9.09	9.60	10.1	10.6	11.1	11.6	12.1	12.6	13.1	13.6	14.1	14.6	15.2
2:00	8.00	8.50	9.00	9.50	10.0	10.5	11.0	11.5	12.0	12.5	13.0	13.5	14.0	14.5	15.0

APPENDIX D

FLORIDA LANGAUGE PROFILE ACCURACY (%) TABLE

Number Correct	Total Number Attempted																				
	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	24	23	22	21	20
30	75	77	79	81	83	86	88	91	94	97	100										
29	73	74	76	78	81	83	85	88	91	94	97	100									
28	70	72	74	76	78	80	82	85	88	90	93	97	100								
27	68	69	71	73	75	77	79	82	84	87	90	93	96	100							
26	65	67	68	70	72	74	76	79	81	84	87	90	93	96	100						
25	63	64	66	68	69	71	74	76	78	81	83	86	89	93	96	100					
24	60	62	63	65	67	69	71	73	75	77	80	83	86	89	92	96	100				
23	58	59	61	62	64	66	68	70	72	74	77	79	82	85	88	92	96	100			
22	55	56	58	59	61	63	65	67	69	71	73	76	79	81	85	88	92	96	100		
21	53	54	55	57	58	60	62	64	66	68	70	72	75	78	81	84	88	91	95	100	
20	50	51	53	54	56	57	59	61	63	65	67	69	71	74	77	80	83	87	91	95	100
19	48	49	50	51	53	54	56	58	59	61	63	66	68	70	73	76	79	83	86	90	95
18	45	46	47	49	50	51	53	55	56	58	60	62	64	67	69	72	75	78	82	86	90
17	43	44	45	46	47	49	50	52	53	55	57	59	61	63	65	68	71	74	77	81	85
16	40	41	42	43	44	46	47	48	50	52	53	55	57	59	62	64	67	70	73	76	80
15	38	38	39	41	42	43	44	45	47	48	50	52	54	56	58	60	63	65	68	71	75
14	35	36	37	38	39	40	41	42	44	45	47	48	50	52	54	56	58	61	64	67	70
13	33	33	34	35	36	37	38	39	41	42	43	45	46	48	50	52	54	57	59	62	65
12	30	31	32	32	33	34	35	36	38	39	40	41	43	44	46	48	50	52	55	57	60
11	28	28	29	30	31	31	32	33	34	35	37	38	39	41	42	44	46	48	50	52	55
10	25	26	26	27	28	29	29	30	31	32	33	34	36	37	38	40	42	43	45	48	50
9	23	23	24	24	25	26	26	27	28	29	30	31	32	33	35	36	38	39	41	43	45
8	20	21	21	22	22	23	24	24	25	26	27	28	29	30	31	32	33	35	36	38	40
7	18	18	18	19	19	20	21	21	22	23	23	24	25	26	27	28	29	30	32	33	35
6	15	15	16	16	17	17	18	18	19	19	20	21	21	22	23	24	25	26	27	29	30
5	13	13	13	14	14	14	15	15	16	16	17	17	19	19	19	20	21	22	23	24	25
4	10	10	11	11	11	11	12	12	13	13	13	14	14	15	15	16	17	17	18	19	20
3	08	08	08	08	08	09	09	09	09	10	10	10	11	11	12	12	13	13	14	14	15
2	05	05	05	05	06	06	06	06	06	06	07	07	07	07	08	08	08	09	09	10	10
1	03	03	03	03	03	03	03	03	03	03	03	03	04	04	04	04	04	04	05	05	05

Number Correct	Total Number Attempted																		
	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
30																			
29																			
28																			
27																			
26																			
25																			
24																			
23																			
22																			
21																			
20																			
19	100																		
18	95	100																	
17	89	94	100																
16	84	89	94	100															
15	79	83	88	94	100														
14	74	78	82	88	93	100													
13	68	72	76	81	87	93	100												
12	63	67	71	75	80	86	92	100											
11	58	61	65	69	73	79	85	92	100										
10	53	56	59	63	67	71	77	83	91	100									
9	47	50	53	56	60	64	69	75	82	90	100								
8	42	44	47	50	53	57	62	67	73	80	89	100							
7	37	39	41	44	47	50	54	58	64	70	78	88	100						
6	32	33	35	38	40	43	46	50	55	60	67	75	86	100					
5	26	28	29	31	33	36	38	42	45	50	56	63	71	83	100				
4	21	22	24	25	27	29	31	33	36	40	44	50	57	67	80	100			
3	16	17	18	19	20	21	23	25	27	30	33	38	43	50	60	75	100		
2	11	11	12	13	13	14	15	17	18	20	22	25	29	33	40	50	67	100	
1	05	06	06	06	07	07	08	08	09	10	11	13	14	17	20	25	33	50	100